DOCUMENT RESUME

ED 160 000 HE 010 464

TITLE	Elevating the Importance of Teaching at Ohio Wesleyan University, 1975-1977, Final Report. National Project III.
INSTITUTION	Ohio Wesleyan Univ., Delaware.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE	Nov 77
GRANT	OEG-75-1931
NOTE	200p.; Some pages may not reproduce well due to light print
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS	Cognitive Style; *College Faculty; Educational Diagnosis; *Effective Teaching; *Faculty Evaluation; Higher Education; *Incentive Systems; Information Dissemination; Institutional Research; *Instructional Improvement; Needs Assessment; Questionnaires; Research Projects; Rewards; Student Reaction; Teacher Centers; Teacher Improvement; Teacher Motivation; Teaching Styles
IDENTIFIERS	Myers Briggs Type Indicator; *Ohio Wesleyan University; Purdue CAFETERIA Instrument

ABSTRACT

A two-year study was conducted at Ohio Wesleyan University to analyze the faculty rewards structure as it relates to teaching; develop better diagnostic procedures for improving teaching; better coordinate teaching support services; and analyze student and faculty perceptions of effective teaching and learning. During the first study year, faculty were interviewed to determine their perceptions of reward and incentive systems. Comparative data were obtained on student learning styles using the Myers-Briggs Type Indicator, and information on faculty teaching styles was gathered using the Purdue CAFETERIA instrument. During the second year, additional consultation service was provided to faculty who were using the Purdue instrument, and faculty interviews were continued. A videotape teaching laboratory, based primarily on microteaching, was offered, and a Teaching and Learning Center was established to emphasize instructional support services. A questionnaire on liberal education, teaching, and learning was developed and administered to students, faculty, administrators, trustees, alumni, and parents. Dissemination activities included distribution of four packets of materials that summarize the university's teaching improvement activities. The four packets and a study report conducted by the liberal arts task force are appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED160000

ELEVATING THE IMPORTANCE OF TEACHING

at

Ohio Wesleyan University
1975-1977

Final Report
Fund for the Improvement of Postsecondary Education
National Project III

November, 1977

HE010464

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: HE SP
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ELEVATING THE IMPORTANCE OF TEACHING

Fund for the Improvement of Postsecondary Education
NATIONAL PROJECT III

Ohio Wesleyan University
FINAL REPORT
November, 1977

BACKGROUND OF THE LOCAL PROJECT

The Ohio Wesleyan University proposal for consideration as a "Fund Associate" for National Project III maintained that Ohio Wesleyan has had a history of commitment to effective teaching and that "some evidence exists that there is a demonstrable difference in institutional attitude toward the importance of teaching. Election as an Associate in the National Project [would] . . . provide an opportunity to further examine that evidence and disseminate information about improving teaching at private liberal arts colleges."

Ohio Wesleyan's attention to teaching in the years prior to 1975 was based on a faculty reward system which rates teaching, scholarly growth and service in the respective portions 60/30/10 and distributed rewards through a Personnel Committee of faculty peers charged with administering the faculty evaluation system. One of the goals of the Fund Project has been to evaluate faculty perceptions of this reward system and to suggest ideas for its improvement.

A second major factor in Wesleyan's support of teaching has been a standing committee on Teaching & Learning. In the years immediately preceding the Fund Project over a quarter of a million dollars was spent in various faculty development activities, much of it directed by the Teaching & Learning Committee. A second primary goal of the local Fund Project was to examine the

effectiveness of this committee, with particular attention to a newly adopted program of student appraisal of teaching for diagnosis and improvement (using Purdue's CAFETERIA System).

In the year immediately preceding receipt of the FIPSE grant Ohio Wesleyan had created a part-time position of Director of Instructional Development. Implicit in the Fund Project was a search for more effective ways of organizing and supporting instructional improvement services for the campus.

STRUCTURE OF THE PROJECT, PERSONNEL INVOLVED, AND ACTIVITIES

The basic design of the Ohio Wesleyan local project as originally proposed was an empirical study aimed at demonstrating effective teaching at Ohio Wesleyan and showing how it has been attained. Three basic activities were proposed: The Project Director and the Teaching & Learning Committee were to carry out a survey of faculty to determine their perceptions of the reward and incentive systems, followed by interviews with selected faculty members for more complete subjective views of the systems. Second, it was proposed to gather comparative data on student learning styles, through the Myers-Briggs Type Indicator, and information on faculty teaching styles through the Purdue CAFETERIA instrument. Third, it was suggested that twelve faculty members be videotaped to illustrate how they exemplified the kinds of styles described as typical in the study of teaching styles above. During the second year of the Project the primary activity proposed was dissemination of the descriptive material about Teaching & Learning at Ohio Wesleyan. It was also suggested that considerable attention would be given on Ohio Wesleyan's campus to re-evaluating what has been done to elevate the importance of teaching.

The personnel for the Project were to include Dr. Stephen Scholl, then part-time Director of Instructional Development and Assistant Professor of

History, Dr. James Brandt, then Counseling Psychologist on the Student Affairs Staff, and a steering committee including those two plus the Vice President for Academic Affairs and the Chairpersons of the Teaching & Learning Committee and the Faculty Personnel Committee. The steering committee was formed and has been maintained although there were changes in specific committee members, but they represent positions similar to those originally proposed.

STEERING COMMITTEE 1975-76

Stephen Scholl, Director of Instructional Development (Project Director)
Richard Southwick, Director of Counseling
John Chase, Vice President for Academic Affairs
Phillips Burnside, Chairperson, Teaching & Learning Committee
Mildred Newcomb, Chairperson, Faculty Personnel Committee

STEERING COMMITTEE 1976-77

Stephen Scholl, Dean of Educational Services (Project Director)
Paul Dahlquist, Sociology/Anthropology (Associate Project Director)
Richard Southwick, Director of Counseling
John Chase, Vice President for Academic Affairs
Jane Decker, Chairperson, Teaching & Learning Committee
Uwe Woltemade, Chairperson, Faculty Personnel Committee

Dr. Scholl has continued as Project Director, although because he assumed the position of Dean of Educational Services in 1976, he was joined by Dr. Paul Dahlquist, Assistant Professor of Sociology/Anthropology, as Associate Director. Dr. Dahlquist carried out most of the on-campus aspects of the Project during 1976-77. Dr. James Brandt left the University about the time the grant was received, and his role has been filled by Dr. Richard Southwick, Director of Counseling and, during 1976-77, by Dr. Karl Bachman, Counseling Psychologist.

Our attitude toward this Project has been experimental and developmental. It soon became clear that some of the activities originally proposed and the sequence of events were inappropriate as means toward the underlying goals of the Project, that is, to analyse the faculty rewards structure as it relates to teaching, to develop better diagnostic procedures for improving teaching,

to better coordinate teaching support services and to analyse student and faculty perceptions of effective teaching and learning.

After extensive conversations with other Fund Associates in National Project III, and with the help of the principle consultant for the local project, Dr. Malcolm Parlett (then of the Nuffield Foundation, London), a revised series of activities was planned. During the first year a program of in-depth open-ended interviews with faculty members was designed to address the major concerns of the Project. The Teaching & Learning Committee implemented the Purdue CAFETERIA System (totally separated from the faculty personnel system), and conducted workshops for faculty to emphasize its use as a diagnostic device for instructional improvement. Drs. Southwick and Scholl examined the Myers-Briggs Type Indicator and, with the help of Millie Henry (a consultant from Berkeley, California), they also considered the use of a modified form of the Omnibus Personality Inventory to examine faculty and student approaches to teaching and learning. Finally, in late spring, 1976, the University decided to combine the position of Instructional Development with a variety of other academic and student affairs responsibilities, and Dr. Scholl was appointed Dean of Educational Services.

During the second year, greater emphasis was placed on direct service to faculty, development of a comprehensive questionnaire, and dissemination. Under the direction of Dr. Dahlquist, an additional consultation service was provided to faculty who were using Purdue's CAFETERIA. Attempts were made to continue and extend the indepth faculty interviews begun during the first year. In the place of prototype videotapes for dissemination, a videotape teaching laboratory was offered (based primarily on microteaching). A Teaching & Learning Center was established to provide better focus on instructional support services. And, working with a task force on the liberal arts, Drs. Southwick and Bachman designed a "liberal arts questionnaire" that was administered to approximately one-third of the student body, two-thirds of

the faculty, and the majority of University administrators, trustees and various alumni and parents. This questionnaire was used as the basic instrument to begin a series of community-wide discussions, during fall, 1977, on liberal education, teaching and learning at Ohio Wesleyan and other issues to form a background for instituting a new planning commission for the University.

Dissemination activities of the Project included extensive correspondence with approximately 75 institutions who wrote for information, presentations by the Project Director at numerous conferences, workshops and conventions over the two years of the project, and the distribution of four "packets" of material that summarize the current state of major elements of Ohio Wesleyan's attempts to elevate the importance of teaching. Attached to this report as the first four appendices are these packets:

1. Diagnosing Teaching for Faculty Development
2. Elevating Teaching Through the Personnel Reward System
3. A Teaching and Learning Center for a Small College
4. Perceptions of Teaching and Learning

SPECIFIC RESULTS OF THE LOCAL PROJECT

The four packets listed above are the most tangible evidence of our local Project and reflect Ohio Wesleyan's present approach to teaching and learning issues. During 1976-77 over 100 copies of packets 1 and 2 were distributed to faculty and administration at other institutions. All continue to be available on request.

It is impossible to separate all of the additional results of local FIPSE Project activities from the simultaneous impact of two years of association with other National Project III institutions, the activities of

Ohio Wesleyan as part of the Great Lakes Colleges Association Faculty Development Program and the on-going ferment of ideas and programs at Ohio Wesleyan, only some of which originated as a result of the FIPSE Project.

Some effects are clearer and more closely attributable to the FIPSE Project than others. The opportunity to compare notes with colleagues from ten other schools over an extended period of time has given us what we believe is a better perspective on our own efforts to improve teaching. For instance, it became clear that our original plans for the use of CAFETERIA were naive and too limiting. We needed more individual consultation for users. We needed additional activities to follow up on the diagnosis in order to lead to specific improvements. We are currently in the process of modifying the system to take advantage of other approaches, such as those of Kansas State University, Earlham College and the University of Massachusetts (see Packet 1).

It proved to be much more difficult to modify the faculty personnel reward system than we had originally believed. Nonetheless, it seems clear that the Personnel Committee is now favorably inclined towards revising its process of selecting appraisals from students to conform with the major recommendations of National Project III and especially as contained in the CRITERIA issue VI "The Evaluation of Faculty." Although the outcome is still being debated, the result will probably be a very simple questioning of a very large sample of students on a regular, mandatory basis for the purposes of personnel evaluation only. We still plan to keep this student evaluation process separate from the use of CAFETERIA, but can see ways in which the two processes have to be complementary, especially as they are viewed by the academic affairs administration, the Teaching & Learning Committee and the Faculty Personnel Committee.

It soon became obvious that the use of the Myers-Briggs Type Indicator, and the use proposed for the Omnibus Personality Inventory, might serve to alienate students and faculty more than help them better perceive their roles as learners and teachers. Given the momentum generated by the need to inaugurate a comprehensive, on-going planning process for the University, it was decided to combine the project goals of assessing perceptions of teaching and learning with the more general goal of assessing perceptions of liberal education at the college. The results, reported in Packet 4, are a much more comprehensive picture of liberal education and the teaching process at this University. Further, the original in-depth interview schedule proved to be a very effective device to get colleagues to talk to each other about their teaching. It served to enhance respect between colleagues as professional teachers. But the practical problems in getting faculty members, always busy with more things than they can do, to spend many hours interviewing each other and writing up the results, became overwhelming. As a result, we gathered interviews from only a small sample of the faculty. Nonetheless, the outcome was illuminating and the process may be continued in the future. In other words, interviewing each other was valuable in and of itself, beyond the data that were collected for reporting elsewhere. Voluntarism in this interview project, as with all Ohio Wesleyan faculty development activities, appears to be essential.

In quantitative terms, the FIPSE Project further established the value of significant dollar commitments to instructional and faculty development. June 30, 1977 saw the expiriation of Fund support (and other external funds for faculty development) for Ohio Wesleyan. The University committed $8,500 for 1977-78 activities of the Teaching & Learning Committee, and the Committee is proposing a much more sizable faculty development budget to be administered

by the Committee for 1978-79. The work of the Teaching and Learning Center is still evolving, but new workshop plans for 1977-78 promise significantly wider involvement of faculty in development activities (see Packets 2 and 3).

It is yet too early to tell what the effect of the local project will be on the long-range planning of the University. But it is clear that insights gained from the local project activities and meeting and studying these issues with Fund Associates have already had and will continue to have a significant effect on the elevation of teaching at Ohio Wesleyan.

Paul Dahlquist

Stephen Scholl

OHIO WESLEYAN UNIVERSITY
November, 1977

ohio wesleyan university

PACKET #1

DIAGNOSING TEACHING FOR FACULTY DEVELOPMENT

The CAFETERIA System of Course Appraisal

A basic tenet of the process used at Ohio Wesleyan for evaluating teaching is that evaluation can have two major goals--diagnosis for improvement purposes and evaluation for judgemental decisions regarding level of competence--and that these two goals should be kept separate. At Ohio Wesleyan we have kept both goals and means for achieving those goals clearly distinct. As the major tool for diagnosing teaching for developmental pruposes Ohio Wesleyan has chosen to use the Purdue CAFETERIA Appraisal System, and in this packet we describe the way CAFETERIA is used on our campus. The judgemental process is described in another packet of materials on the "faculty personnel system."

CAFETERIA is a computer-assisted course and instructor appraisal system developed by Purdue University. Instructors create their own appraisal forms by selecting up to 35 items from a 200 item catalog (thus the name "CAFETERIA"). What follows is an account of how Ohio Wesleyan has adapted CAFETERIA to a small college setting. Since the CAFETERIA System is viewed as developmental it is administered only at the request of an individual instructor, and results are kept entirely confidential unless the instructor desires to make some or all of her/his results available to other people. We discourage the submission of CAFETERIA results to the personnel committee (a limited number submit them anyway) largely on the grounds that CAFETERIA is a tool designed for diagnosis, not judgemental evaluation. CAFETERIA is a tool that (with some restrictions) is designed by the individual instructor, and as such could conceivably be designed to get either high or low ratings by concentrating on known strengths or on known weaknesses and/or unknown areas.

General Process of Administering CAFETERIA

Once the mechanics of administering CAFETERIA are set up, it is a relatively easy system to use. After an announcement of the availability of CAFETERIA is made, individual faculty members inform our Teaching and Learning Center of their desire to use the system. They are offered consultative help in going through the catalog of possible items and are asked to turn in an Item Selection Form (including any instructor supplied items) for each class in which they will administer the appraisal. We have found it most helpful to keep an actual log book of CAFETERIA requests, indicating Instructor, class size, and class name and number. Once all Item Selection Forms have been returned they are sent to Data Processing, which produces a list of questions for each student in the classes being evaluated. [See Sample A in the appendix.] These questions are different for each class unless the instructor has elected to use a standard form we devised selecting highly general items from the catalog.

All question sheets are sent to the instructor who has a student administer the appraisal and return the completed forms to the Teaching and Learning Center. Data Processing then propares print-outs showing median scores for each question and a percentile ranking based on a norm file of 2000+ classes of Indiana private colleges.

After grades have been turned in by instructors they are given the print-outs and narrative responses by students. [See Sample B in the appendix.] Again, instructors are offered consultative help in interpreting the appraisal results and following up on what is learned from the appraisal.

Forms Used in Administering CAFETERIA

There are six forms that we use in the administration of the CAFETERIA Appraisal System: an Item Catalog, an Item Selection Form, Instructions to Faculty Using CAFETERIA, Instruction to the Person Administering CAFETERIA Appraisal, An Instruction Sheet and Narrative Response Sheet for students making the appraisal, and a Standard Form of Pre-selected Questions if an instructor chooses not to make her/his own item selections. [See the Appendix for these forms.]

Getting Information to the Faculty

The forms given in the preceding section show the mechanical aspects of getting CAFETERIA information to faculty members, but there is a more important, less mechanistic process as well. No matter how sophisticated the computer system, there are at least two areas of information that probably can not be handled mechanistically: (1) how best to select items for a particular course and instructor, and (2) how to interpret the results of a particular appraisal.

At Ohio Wesleyan we have handled these areas by means of short workshops, newsletters, and individual consultation. As part of our Teaching and Learning Notes newsletter we have included not only announcements of the availability and schedule for CAFETERIA administration, but also various items on using and interpreting CAFETERIA and/or other evaluation systems. [See Teaching and Learning Notes for Oct. 2, 1975, Oct. 22, 1975, Nov. 21, 1975, Feb. 7, 1976, and Oct. 25, 1976 for an idea of what we have done.]

As part of our announcement of the availability of CAFETERIA in any given term, and again as part of a letter going out with the results of an appraisal, we offer consultative help through our Teaching and Learning Center to any faculty member who wishes it. Such consultation is offered on a one-to-one basis and has ranged from a very perfunctory explanation of the norm file on which percentile rankings are based to a thorough analysis of the meaning of the results of an appraisal. [See attached letters dated Dec. 15, 1975, April 5, 1976, and June 17, 1977.]

Future Prospects for CAFETERIA Modification

In general we feel that our process of using CAFETERIA works and plan to continue using it but with a few modifications:

(1) Creation of an Ohio Wesleyan norm file;

(2) Creation of a GLCA norm file:

Now that we have the basic CAFETERIA package mounted on our own computer we will be able to create norming data that comes from closer to home than is the case at present. First we intend to create a file based on our own college (it takes time to get data enough on all 200 possible items) and then create a consortial file with the cooperation of those other GLCA schools now using CAFETERIA. The GLCA (Great Lakes Colleges Association) is comprised of twelve liberal arts colleges, located in Ohio, Michigan, and Indiana. A norm file based on GLCA colleges is likely to have a high credibility with Ohio Wesleyan faculty members because of the fact that GLCA colleges are all very similar. The percentile rankings from their norm files should give our faculty a much better basis for interpreting the results of course appraisal. [See the GLCA Faculty Newsletter for April, 1977.]

(3) Comparability in norm files:

With our own norm files we will be able to make rankings more comparable. For example,

we should be able to rate teachers of beginning foreign language courses against each other. Such comparisons will make integration of appraisal results easier since we will be closer to comparing apples with apples.

(4) Greater individualization:

The counterpart of greater comparibility in the norm files is greater flexibility for some individuals. We have considered, and will further explore, the possibility of offering unlimited instructor-supplied items. Though this option is not amenable to norming between individuals (hence our reluctance to date), it might allow one professor to create her/his own norms over a period of time.

BEYOND CAFETERIA

Videotape as a Feedback Device

Those who have used videotape as one means for getting feedback on teaching effectiveness have almost always been enthusiastic about its benefits. Our approach to the use of videotape has had two prongs. First is the use of microteaching, in which a 5-10 minute teaching performance is taped and critiqued with the help of a small group. A number of Ohio Wesleyan faculty have used microteaching at least once.

The second approach has been to make videotaping available at no charge to any faculty who request it. With a little advance notice we will get an operator, set up the equipment, and tape all or part of an actual class. After the taping a faculty member may see the tape alone or jointly with a colleague arranged by the Teaching and Learning Center. In this latter approach, it is difficult to gauge resulting change, but it may be necessary to encourage first-time use especially. [See Teaching and Learning Notes for May 12, 1976 and Sept. 16, 1976 for further information.]

Teaching Diagnosis in Future Years

Perhaps the two major things we have learned about teaching diagnosis are: (1) with the proper tools, such as videotaping and CAFETERIA, diagnosis is possible; but (2) to have real effect, the process must be more systematic and long-range than has been the case in our experimenting to date.

One Ohio Wesleyan faculty member has had the benefit of training in the "Clinic" system now being used at the University of Rhode Island (somewhat modified from the original at the University of Massachusetts). [For one description of the Clinic system see "The Teaching Improvement Process: The Clinic to Improve University Teaching" in William Berquist and Steven Phillips, A Handbook for Faculty Development, Vol. II, The Council for the Advancement of Small Colleges in cooperation with Pacific Soundings Press, 1977, pp. 69-123.] Under the aegis of our Teaching and Learning Committee we intend to use a similar system utilizing CAFETERIA, videotaping, other tools as needed, and continuing consultation over a period of time. Details as to what will be done are currently being worked out by the Teaching and Learning Committee for 1977-78. A likely prospect is that teams of three faculty members, at least one of whom has been trained in classroom and instrumental diagnosis, will agree to work together to: (1) observe teaching situations; (2) collect feedback from students via CAFETERIA; (3) design with and for each other experiments to improve teaching practice; and (4) measure the impact of these changes in the classroom.

SAMPLE A

JOHN OR MARY DOE COURSE NUMBER AND NAME

1	CLASSIFICATION: FRESH=A, SOPH=B, JR=C, SR=D, OTHER=E	A B C D E
2	SEX: FEMALE=A, MALE=B	A B C D E
3	(ANSWER 3 OR 4) A=A, B=B, C=C, D=D, FAIL/F=E	A B C D E
4	EXPECTED GRADE: PASS/CREDIT=A, NO ENTRY=B, OTHER=C	A B C D E
5	ACCUM GRADE PT:3.50-4.00=A, 3.00-3.49=B, 2.50-2.99=C, 2.00-2.49=D	A B C D E
6	REASON FOR ELECTIVE: (INTEREST IN SUBJECT=A, INTEREST IN TEACH TAKING COURSE: REQ=C, MAJOR=D, OTHER=E	A B C D E
7	MY INSTRUCTOR SENSES WHEN STUDENTS ARE BORED.	A B C D E
8	MY INSTRUCTOR MAKES ME FEEL INVOLVED WITH THIS COURSE.	A B C D E
9	MY INSTRUCTOR HAS PROVIDED MANY CHALLENGING NEW VIEWPOINTS.	A B C D E
10	THIS COURSE STRETCHED AND BROADENED MY VIEWS GREATLY.	A B C D E
11	MY INSTRUCTOR EMPHASIZES RELATIONSHIPS BETWEEN AND AMONG TOPICS.	A B C D E
12	MY INSTRUCTOR EFFECTIVELY BLENDS FACTS WITH THEORY.	A B C D E
13	MY INSTRUCTOR IS CAREFUL AND PRECISE WHEN ANSWERING QUESTIONS.	A B C D E
14	THIS COURSE SHOWS A SENSITIVITY TO INDIVIDUAL INTERESTS/ABILITIES	A B C D E
15	WHEN I HAVE A QUESTION OR COMMENT I KNOW IT WILL BE RESPECTED.	A B C D E
16	MY INSTRUCTOR RESPECTS DIVERGENT VIEWPOINTS.	A B C D E
17	MY INSTRUCTOR RESPECTS CONSTRUCTIVE CRITICISM.	A B C D E
18	THE OBJECTIVES OF THIS COURSE WERE CLEARLY EXPLAINED TO ME.	A B C D E
19	THE STATED GOALS OF THIS COURSE ARE CONSISTENTLY PURSUED.	A B C D E
20	I UNDERSTAND WHAT IS EXPECTED OF ME IN THIS COURSE.	A B C D E
21	MY INSTRUCTOR DEVELOPS CLASSROOM DISCUSSION SKILLFULLY.	A B C D E
22	MY INSTRUCTOR ENCOURAGES STUDENTS TO DEBATE CONFLICTING VIEWS.	A B C D E
23	MY INSTRUCTOR DOES NOT MONOPOLIZE CLASSROOM DISCUSSION.	A B C D E
24	CHALLENGING QUESTIONS ARE RAISED FOR DISCUSSION.	A B C D E
25	THE ASSIGNED READING IS WELL INTEGRATED INTO THIS COURSE.	A B C D E
26	ASSIGNED READINGS ARE INTERESTING AND HOLD MY ATTENTION.	A B C D E
27	STUDENT PRESENTATIONS SIGNIFICANTLY CONTRIBUTE TO THIS COURSE.	A B C D E
28	STUDENT PRESENTATIONS IN CLASS ARE INTERESTING/STIMULATING.	A B C D E
29	MEDIA (FILMS, TV, ETC.) ARE AN ASSET TO THIS COURSE.	A B C D E
30	COURSE TOPICS ARE DEALT WITH IN SUFFICIENT DEPTH.	A B C D E
31	THE SIZE OF THIS CLASS IS APPROPRIATE TO COURSE OBJECTIVES.	A B C D E
32	INSTRUCTOR-SUPPLIED ITEM NUMBER 1	A B C D E
33	INSTRUCTOR-SUPPLIED ITEM NUMBER 2	A B C D E
34	INSTRUCTOR-SUPPLIED ITEM NUMBER 3	A B C D E
35	MY INSTRUCTOR MOTIVATES ME TO DO MY BEST WORK.	A B C D E
36	MY INSTRUCTOR EXPLAINS DIFFICULT MATERIAL CLEARLY.	A B C D E
37	COURSE ASSIGNMENTS ARE INTERESTING AND STIMULATING.	A B C D E
38	OVERALL, THIS COURSE IS AMONG THE BEST I HAVE EVER TAKEN.	A B C D E
39	OVERALL, THIS INSTRUCTOR IS AMONG THE BEST TEACHERS I HAVE KNOWN.	A B C D E

STUDENT DEMOGRAPHICS		A	B	C	D	E
1. PRESENT CLASSIFICATION	(FRESH=A, SOPH=B, JR=C, SR=D, GRAD=E)	0	0	10	29	0
2. SEX	(FEMALE=A, MALE=B)	3	36			
3. SCHOOL ENROLLED IN	(AGR=A, ENGR=B, HOME EC=C, HSSE=D)	0	39	0	0	
4. SCHOOL CONTINUED	(IT=A, PHAR=B, SCI=C, TECH=D, VET SC=E)	1	1	0	0	0
5. EXPECTED GRADE	(A/PASS=A, B=B, C=C, D=D, E/FAIL=E)	13	22	4	0	0
6. IS THIS COURSE REQUIRED	(YES=A, NO=B)	35	3			

SAMPLE B pg W1-5

1974 CATALOG NUMBER		SA (5)	A (4)	B (3)	D (2)	SD (1)	MEDIAN	PER CENTILE
2	7. MY INSTRUCTOR DISPLAYS A CLEAR UNDERSTANDING OF COURSE TOPICS.	22	14	2	1	0	4.6	52
6	8. MY INSTRUCTOR HAS AN EFFECTIVE STYLE OF PRESENTATION.	3	25	4	7	0	3.8	28
7	9. MY INSTRUCTOR SEEMS WELL-PREPARED FOR CLASS.	21	16	0	1	1	4.6	61
8	10. MY INSTRUCTOR TALKS AT A PACE SUITABLE FOR MAXIMUM COMPREHENSION.	5	11	11	9	3	3.2	9
16	11. MY INSTRUCTOR STIMULATES INTEREST IN THE COURSE.	2	24	9	4	0	3.8	50
17	12. MY INSTRUCTOR DISPLAYS ENTHUSIASM WHEN TEACHING.	9	24	4	2	0	4.1	28
21	13. IN THIS COURSE, I ALWAYS FELT CHALLENGED AND MOTIVATED TO LEARN.	6	18	11	2	2	3.8	57
37	14. MY INSTRUCTOR HELPS ME APPLY THEORY TO SOLVE PROBLEMS.	5	24	3	7	0	3.9	58
41	15. MY INSTRUCTOR MAKES GOOD USE OF EXAMPLES AND ILLUSTRATIONS.	5	26	6	1	1	3.9	32
43	16. THIS COURSE BUILDS UNDERSTANDING OF CONCEPTS AND PRINCIPLES.	14	19	3	2	1	4.2	69
64	17. I WAS ABLE TO KEEP UP WITH THE WORK LOAD IN THIS COURSE.	7	17	7	7	1	3.8	25
70	18. I FEEL FREE TO ASK QUESTIONS IN CLASS.	11	19	6	2	1	4.1	22
77	19. MY INSTRUCTOR DEALS FAIRLY AND IMPARTIALLY WITH ME.	14	12	11	2	0	4.0	17
79	20. MY INSTRUCTOR READILY MAINTAINS RAPPORT WITH THIS CLASS.	7	22	7	3	0	3.9	14
80	21. THE CLIMATE OF THIS CLASS IS CONDUCIVE TO LEARNING.	5	25	7	1	1	3.9	39
88	22. LECTURE INFORMATION IS HIGHLY RELEVANT TO COURSE OBJECTIVES.	16	15	4	4	0	4.3	56
89	23. THE COURSE CONTENT IS CONSISTENT WITH MY PRIOR EXPECTATIONS.	16	15	3	4	1	4.3	86
91	24. THIS COURSE CONTRIBUTES SIGNIFICANTLY TO MY PROFESSIONAL GROWTH.	16	14	6	2	1	4.3	60
94	25. MY TECHNICAL SKILLS WERE IMPROVED AS A RESULT OF THIS COURSE.	12	18	6	1	1	4.1	44
102	26. THIS COURSE INCLUDES A SUFFICIENT NUMBER OF PRACTICAL EXERCISES.	14	21	4	0	0	4.2	34
104	27. THE AMOUNT OF MATERIAL COVERED WAS REASONABLE.	5	22	7	4	1	3.8	26
106	28. THERE IS SUFFICIENT TIME IN CLASS FOR QUESTIONS AND DISCUSSIONS.	0	10	11	15	3	2.6	2
113	29. EXAMS ACCURATELY ASSESS WHAT I HAVE LEARNED IN THIS COURSE.	3	16	8	9	3	3.4	50
117	30. EXAMS STRESS IMPORTANT POINTS OF THE LECTURES/TEXT.	6	20	11	1	1	3.8	38
118	31. EXAMS IN THIS COURSE HAVE INSTRUCTIONAL VALUE.	6	20	12	0	1	3.8	50
119	32. EXAMS ARE CREATIVE AND REQUIRE ORIGINAL THOUGHT.	7	21	8	1	2	3.9	47
123	33. MY FINAL GRADE WILL ACCURATELY REFLECT MY OVERALL PERFORMANCE.	3	13	12	10	1	3.2	11
128	34. MY INSTRUCTOR HAS A REALISTIC DEFINITION OF GOOD PERFORMANCE.	2	17	14	2	3	3.5	17
133	35. ASSIGNMENTS ARE OF DEFINITE INSTRUCTIONAL VALUE.	7	27	4	0	1	4.0	57
135	36. COMPLEXITY AND LENGTH OF COURSE ASSIGNMENTS ARE REASONABLE.	5	18	9	5	2	3.7	20
137	37. THE NUMBER OF COURSE ASSIGNMENTS IS REASONABLE.	1	21	9	3	4	3.6	14
17A	38. LAB ASSIGNMENTS HAVE INSTRUCTIONAL VALUE.	10	19	6	2	2	4.0	51
187	39. I HIGHLY RECOMMEND THIS COURSE.	8	16	10	3	1	3.8	32
188	40. I WOULD ENJOY TAKING ANOTHER COURSE FROM THIS INSTRUCTOR.	6	18	7	4	3	3.8	24
191	41. I AM SATISFIED WITH MY ACCOMPLISHMENTS IN THIS COURSE.	4	16	8	9	1	3.6	31
CORE 1	42. MY INSTRUCTOR MOTIVATES ME TO DO MY BEST WORK.	1	17	17	2	1	3.4	32
CORE 2	43. MY INSTRUCTOR EXPLAINS DIFFICULT MATERIAL CLEARLY.	1	25	3	8	1	3.8	38
CORE 3	44. COURSE ASSIGNMENTS ARE INTERESTING AND STIMULATING.	1	23	5	7	1	3.7	57
CORE 4	45. OVERALL, THIS COURSE IS AMONG THE BEST I HAVE EVER TAKEN.	3	17	11	2	5	3.6	60
CORE 5	46. OVERALL, THIS INSTRUCTOR IS AMONG THE BEST TEACHERS I HAVE KNOWN.	2	19	10	3	4	3.6	34

THIS REPORT IS BASED ON 39 STUDENTS.

COPYRIGHT 1974 PURDUE RESEARCH FOUNDATION.

INSTRUCTOR AND COURSE APPRAISAL: CAFETERIA SYSTEM
OHIO WESLEYAN TEACHING AND LEARNING COMMITTEE
(Copyright Purdue Research Foundation, 1974)

Cafeteria is a computer-assisted, course and instructor appraisal system developed by Purdue University. Cafeteria is intended to serve faculty, and all information pertaining to individual instructors, courses and departments is treated confidentially.

DIRECTIONS

To initiate Cafeteria service, an instructor should obtain an item selection form from the Teaching and Learning Center, University Hall 27 (ext. 262) for each class to be evaluated. Information is needed giving the instructor's name, course title, campus address, department and number of student questionnaires to be administered.

From the following 200-item catalog, the instructor may select up to 35 items. Selections are recorded on the item selection form by darkening the numbered space which corresponds to the number of the desired catalog item.

In addition to the selected catalog items, each rating form will contain a number of demographic questions and 5 core items which are added automatically when the rating forms are printed. Core items are shown in the catalog as numbers 196-200. You need not mark these items on your selection forms. Neither core nor demographic items are considered part of the 35 items an instructor is permitted to choose.

If you wish to supply original items, you may so indicate by checking up to three "Instructor-Supplied Items" numbered 193 through 195. These items will then appear in sequence on the student questionnaires, and the person administering the questionnaires for your class will be instructed to write the question you have created on the board, numbered appropriately.

Completed item selection forms must be turned in at the Teaching and Learning Center (U-27) by published deadline. If you have any questions about the process, wish to talk about strategies for designing your assessment form, or wish additional background information about Cafeteria or other forms of student evaluation of teaching, contact Paul Dahlquist (ext. 800) or Steve Scholl (ext. 712). The Teaching and Learning Center will process all Cafeteria materials.

A standard form of widely applicable items is available to those who do not wish to construct their own form.

INSTRUCTOR AND COURSE APPRAISAL: CAFETERIA
ITEM CATALOG

CLARITY AND EFFECTIVENESS OF PRESENTATIONS

001 I understand easily what my instructor is saying.
002 My instructor displays a clear understanding of course topics.
003 My instructor is able to simplify difficult materials.
004 My instructor explains experiments and/or assignments clearly.
005 Difficult topics are structured in easily understood ways.
006 My instructor has an effective style of presentation.
007 My instructor seems well-prepared for class.
008 My instructor talks at a pace suitable for maximum comprehension.
009 My instructor speaks audibly and clearly.
010 My instructor draws and explains diagrams effectively.
011 My instructor writes legibly on the blackboard.
012 My instructor has no distracting peculiarities.

STUDENT INTEREST/INVOLVEMENT IN LEARNING

013 My instructor makes learning easy and interesting.
014 My instructor holds the attention of the class.
015 My instructor senses when students are bored.
016 My instructor stimulates interest in the course.
017 My instructor displays enthusiasm when teaching.
018 This course supplies me with an effective range of challenges.
019 In this course, many methods are used to involve me in learning.
020 My instructor makes me feel involved with this course.
021 In this course, I always felt challenged and motivated to learn.
022 My instructor motivates me to do further independent study.
023 This course motivates me to take additional related courses.
024 This course has been intellectually fulfilling for me.

BROADENING STUDENT OUTLOOK

025 My instructor has stimulated my thinking.
026 My instructor has provided many challenging new viewpoints.
027 My instructor teaches one to value the viewpoint of others.
028 This course caused me to reconsider many of my former attitudes.
029 In this course, I have learned to value new viewpoints.
030 This course fosters respect for new points of view.
031 This course stretched and broadened my views greatly.
032 This course has effectively challenged me to think.
033 The class meetings helped me see other points of view.
034 This course develops the creative ability of students.
035 My instructor encourages student creativity.

TEACHING/LEARNING OF RELATIONSHIPS AND CONCEPTS

036 My instructor emphasizes relationships between and among topics.
037 My instructor helps me apply theory to solve problems.
038 My instructor emphasizes conceptual understanding of material.
039 My instructor effectively blends facts with theory.
040 My instructor clarifies topics with developments in other fields.
041 My instructor makes good use of examples and illustrations.
042 Relationships among course topics are clearly explained.
043 This course builds understanding of concepts and principles.

INSTRUCTOR PROVIDES HELP AS NEEDED

044 My instructor is actively helpful when students have problems.
045 My instructor recognizes when some students fail to comprehend.
046 Everything possible is provided to help me learn.
047 My instructors explanations and comments are always helpful.
048 My instructor evaluates often and provides help where needed.
049 My instructor appears to grasp quickly what a student is saying.
050 My instructor is careful and precise when answering questions.
051 My instructor is readily available for consultation.

Copyright 1974 Purdue Research Foundation

PROVIDING FEEDBACK TO STUDENTS

052 My instructor regularly checks and rewards progress in learning.
053 My instructor suggests specific ways I can improve.
054 My instructor recognizes and rewards success in this course.
055 My instructor can gauge what I know and what I should do next.
056 Exams are used to help me find my strengths and weaknesses.
057 My instructor returns papers quickly enough to benefit me.

ADAPTING TO INDIVIDUAL DIFFERENCES

058 This course shows a sensitivity to individual interests/abilities
059 My instructor adjusts to fit individual abilities and interests.
060 The flexibility of this course helps all kinds of students learn.
061 My instructor tailors this course to help many kinds of students.
062 The design of this course lets me learn at my own pace.
063 Students proceed at their own pace in this course.
064 I was able to keep up with the work load in this course.
065 My background is sufficient to enable me to use course material.

RESPECT AND RAPPORT

066 A teacher/student partnership in learning is encouraged.
067 Each student is encouraged to contribute to class learning.
068 I am free to express and explain my own views in class.
069 When I have a question or comment I know it will be respected.
070 I feel free to ask questions in class.
071 I feel that I am an important member of this class.
072 Mutual respect is a concept practiced in this course.
073 My instructor respects divergent viewpoints.
074 My instructor respects constructive criticism.
075 I feel free to challenge my instructors ideas in class.
076 My instructor relates to me as an individual.
077 My instructor deals fairly and impartially with me.
078 My instructor readily maintains rapport with this class.
079 This instructor encourages divergent thinking.
080 The climate of this class is conducive to learning.

COURSE GOALS OR OBJECTIVES

081 This course has clearly stated objectives.
082 The objectives of this course were clearly explained to me.
083 The stated goals of this course are consistently pursued.
084 I understand what is expected of me in this course.
085 The course objectives allow me to know when I am making progress.
086 I was able to set and achieve some of my own goals.
087 I had an opportunity to help determine course objectives.
088 Lecture information is highly relevant to course objectives.
089 The course content is consistent with my prior expectations.

Copyright 1974 Purdue Research Foundation

USEFULNESS/RELEVANCE OF CONTENT

090 This course material is pertinent to my professional training.
091 This course contributes significantly to my professional growth.
092 I can apply information/skills learned in this course.
093 This course will be of practical benefit to me as a student.
094 My technical skills were improved as a result of this course.
095 This course directly contributes to my vocational preparation.
096 This course is a valid requirement for my major.
097 The relationship of this course to my education is apparent.
098 The practical application of subject matter is apparent.
099 This course gives me an excellent background for further study.
100 This course is up-to-date with developments in the field.
101 This course includes adequate information on career opportunity.
102 This course includes a sufficient number of practical exercises.
103 The content of this course is relevant to my needs.
104 The amount of material covered was reasonable.

DISCUSSION

105 My instructor develops classroom discussion skillfully.
106 There is sufficient time in class for questions and discussions.
107 My instructor allows student discussion to proceed uninterrupted.
108 My instructor encourages students to debate conflicting views.
109 My instructor does not monopolize classroom discussion.
110 One real strength of this course is the classroom discussion.
111 Challenging questions are raised for discussion.
112 This course provides an opportunity to learn from other students.

EXAMS AND GRADES

113 Exams accurately assess what I have learned in this course.
114 Exams are fair.
115 Exams are free from ambiguity.
116 Exams cover a reasonable amount of material.
117 Exams stress important points of the lectures/text.
118 Exams in this course have instructional value.
119 Exams are creative and require original thought.
120 I know how I stand relative to others in the class on exams.
121 Exams are reasonable in length and difficulty.
122 Exams are coordinated with major course objectives.
123 My final grade will accurately reflect my overall performance.
124 Grades are an accurate assessment of my knowledge in this course.
125 Grades are assigned fairly and impartially.
126 The grading system was clearly explained.
127 The contract grading method is used appropriately in this course.
128 My instructor has a realistic definition of good performance.

ASSIGNMENTS

129 The assigned readings significantly contribute to this course.
130 The assigned reading is well integrated into this course.
131 Length and difficulty of assigned readings are reasonable.
132 Assigned readings are interesting and hold my attention.

Copyright 1974 Purdue Research Foundation

133 Assignments are of definite instructional value.
134 Assignments are related to goals of this course.
135 Complexity and length of course assignments are reasonable.
136 Directions for course assignments are clear and specific.
137 The number of course assignments is reasonable.
138 Class projects are related to course goals and objectives.
139 The course's programmed learning materials are effective.
140 The group work contributes significantly to this course.
141 Student presentations significantly contribute to this course.
142 Student presentations in class are interesting/stimulating.
143 I am generally pleased with the text(s) required for this course.
144 I find the course emphasis on individual projects stimulating.
145 My instructor is not overly demanding of my time.

MEDIA: FILMS, TV, ETC.

146 This course has made excellent use of TV.
147 The televised portions of class are a great help to learning.
148 TV reception was of good quality.
149 Audio reception (TV, recorder, etc.) was of good quality.
150 The use of television made the course very interesting.
151 Media (films, TV, etc.) used in this course are well chosen.
152 Media (films, TV, etc.) are an asset to this course.
153 Films in this course contributed significantly to my learning.
154 This course has made excellent use of films.
155 Films in class were well-integrated with course topics.

TEAM TEACHING

156 Team teaching is effectively used in this course.
157 Instruction is well-coordinated among the team teachers.
158 Team teaching provided insights a single instructor could not.
159 The team teaching approach adequately meets my needs/interests.

GENERAL METHOD

160 Course topics are dealt with in sufficient depth.
161 Teaching methods used in this course are well chosen.
162 The format of this course is appropriate to course purposes.
163 The teaching strategy used in this course is appropriate.
164 This course is accurately described in the catalog.
165 Lecture information is adequately supplemented by other work.
166 Class lectures contain information not covered in the textbook.
167 Bibliographies for this course are current and extensive.
168 Mimeographed handouts are valuable supplements to this course.
169 The guest speakers contribute significantly to this course.
170 The speakers who addressed us communicated effectively.
171 An appropriate number of outside lecturers are used.

LABORATORY

172 Lab procedures are clearly explained to me.
173 My instructor thoroughly understands lab experiments/equipment.

Copyright 1974 Purdue Research Foundation

174 Assistance is always available throughout lab sessions.
175 The lab sessions are well-organized.
176 The content of the lab is a worthwhile part of this course.
177 Lab assignments are reasonable in length and complexity.
178 Lab assignments have instructional value.
179 The lab in this course has adequate facilities.
180 My lab assignments are promptly returned to me.

GENERAL STUDENT PERCEPTIONS

181 The class mixture of Fr., So., Jr., Sr., or Grad. is appropriate.
182 The size of this class is appropriate to course objectives.
183 The facilities for this course are excellent.
184 I have easy access to equipment/tools required in this course.
185 I had sufficient opportunity to use lab/practice room facilities.
186 The lab/practice room is well equipped.
187 I highly recommend this course.
188 I would enjoy taking another course from this instructor.
189 I like the way the instructor conducts this course.
190 Frequent attendance in this class is essential to good learning.
191 I am satisfied with my accomplishments in this course.
192 These items let me appraise this course fully and fairly.

INSTRUCTOR-SUPPLIED ITEMS

193 Instructor-supplied item number 1
194 Instructor-supplied item number 2
195 Instructor-supplied item number 3

UNIVERSITY CORE

196 My instructor motivates me to do my best work.
197 My instructor explains difficult material clearly.
198 Course assignments are interesting and stimulating.
199 Overall, this course is among the best I have ever taken.
200 Overall, this instructor is among the best teachers I have known.

Copyright 1974 Purdue Research Foundation

ITEM SELECTION FORM

See item catalog for directions: Use a separate form for each class and section.

INSTRUCTOR NAME

COURSE TITLE IDENTIFICATION

DEPARTMENT

Number of Students in Class

1[]	31[]	61[]	91[]	121[]	151[]	181[]
2[]	32[]	62[]	92[]	122[]	152[]	182[]
3[]	33[]	63[]	93[]	123[]	153[]	183[]
4[]	34[]	64[]	94[]	124[]	154[]	184[]
5[]	35[]	65[]	95[]	125[]	155[]	185[]
6[]	36[]	66[]	96[]	126[]	156[]	186[]
7[]	37[]	67[]	97[]	127[]	157[]	187[]
8[]	38[]	68[]	98[]	128[]	158[]	188[]
9[]	39[]	69[]	99[]	129[]	159[]	189[]
10[]	40[]	70[]	100[]	130[]	160[]	190[]
11[]	41[]	71[]	101[]	131[]	161[]	191[]
12[]	42[]	72[]	102[]	132[]	162[]	192[]
13[]	43[]	73[]	103[]	133[]	163[]	193[]
14[]	44[]	74[]	104[]	134[]	164[]	194[]
15[]	45[]	75[]	105[]	135[]	165[]	195[]
16[]	46[]	76[]	106[]	136[]	166[]	
17[]	47[]	77[]	107[]	137[]	167[]	
18[]	48[]	78[]	108[]	138[]	168[]	
19[]	49[]	79[]	109[]	139[]	169[]	
20[]	50[]	80[]	110[]	140[]	170[]	
21[]	51[]	81[]	111[]	141[]	171[]	
22[]	52[]	82[]	112[]	142[]	172[]	
23[]	53[]	83[]	113[]	143[]	173[]	
24[]	54[]	84[]	114[]	144[]	174[]	
25[]	55[]	85[]	115[]	145[]	175[]	
26[]	56[]	86[]	116[]	146[]	176[]	
27[]	57[]	87[]	117[]	147[]	177[]	
28[]	58[]	88[]	118[]	148[]	178[]	
29[]	59[]	89[]	119[]	149[]	179[]	
30[]	60[]	90[]	120[]	150[]	180[]	

If you chose to include "Instructor-Supplied Items," 193-195, write out your items below using no more than 65 characters (including spaces) per item. State them positively.

Item 1: _____

Item 2: _____

Item 3: _____

#1-B

TO: Faculty Using CAFETERIA

FROM: Steve Scholl

SUBJECT: Instructions for administering CAFETERIA evaluations

Enclosed in this packet you will find one set of CAFETERIA materials for each class you indicated you would survey. In each class set you will find:

-- Question sheets, enough for one per student

-- Instruction sheet, enough for one per student

-- "Instructions to be read by person administering appraisal," one per class

Please assign a student to administer the appraisal to your class. You should not be present during the administration. The administrator should collect all materials when finished and return them immediately to the Instructional Development Office (U-27). Please read through the instructions with your administrator to be sure you are clear on the procedures.

The completed materials must be returned to U-27 immediately after administration. You will receive the computer analysis and narrative forms as soon as possible. If you have any questions, please call ext. 262.

#1-14

TO: Person administering CAFETERIA Appraisal

After administering the Appraisal, please collect all materials, return them to the envelope provided, seal it, and bring the envelope to the Teaching and Learning Center, University Hall 27. Thank you for your assistance.

Instructions to be read by person administering Appraisal to the class:

Your professor has asked that you give an appraisal of this course and the way it is taught.

I will pass out to you sheets containing two sets of questions to which you are to respond. Your responses to the statements in Part I are to be marked on the computer sheet. Do not write your name on the computer sheet. After you have finished marking your responses, write out answers to the three questions in Part II of your appraisal (located on the back of your instruction sheet).

When you have completed your appraisal, please hand in all materials, keeping the computer sheets separate from the instruction/Part II sheets. Your response sheets will be turned in to the Teaching and Learning Center by me, and then compiled on our computer. Your professor will see only the composite results of the ratings, not your individual responses. The narrative responses will be returned to your instructor only after grades are recorded. Honest and thoughtful responses to the questions will furnish your professor with useful information which will be helpful in improving this course and her/his teaching.

Thank you for your cooperation. Your professor will come in the classroom after I have picked up the materials.

#1-B

INSTRUCTOR AND COURSE APPRAISAL

Instruction Sheet

This questionnaire provides you with an opportunity to express your feelings about your instructor and this course. There are no right or wrong answers, so respond to each statement exactly as you feel.

DIRECTIONS FOR RECORDING RESPONSES:

All responses made on the question sheets will be treated as group data and in no instance will an individual's answers be made known to your instructor. Please respond to all statements. This part of the questionnaire is composed of two types of items -- statements relating to your instructor and statements relating to this course. Read each statement carefully. Then select one of the five alternative responses which best describes your attitude towards that statement. Mark your answers on the answer sheet in the following manner:

If you STRONGLY AGREE with the statement blacken the space marked "A"	●	B	C	D	E
If you AGREE with the statement blacken the space marked "B"	A	●	C	D	E
If you are UNCERTAIN about the statement blacken the space marked "C"	A	B	●	D	E
If you DISAGREE with the statement blacken the space marked "D"	A	B	C	●	E
If you STRONGLY DISAGREE with the statement blacken the space marked "E"	A	B	C	D	●

All marks should be heavy and completely fill the answer space. If you change a response, erase the first mark completely. DO NOT MAKE ANY OTHER MARKS; DO NOT ENTER YOUR NAME OR OTHER INFORMATION.

Directions for responding to narrative questions (Part II):

On the second side of this sheet you are requested to provide narrative responses to questions. These responses will be sent to your instructor after grades for the term have been recorded. They are intended to enable your instructor to more accurately interpret your appraisal of his or her teaching and of the course.

#1-16

OHIO WESLEYAN UNIVERSITY
INSTRUCTOR AND COURSE APPRAISAL

PART II

On this side of the questionnaire you are requested to provide additional information that will assist your instructor. Questions 1 and 2 refer to items on the other side of this sheet.

1. Please explain why you "strongly agree" with the two or three statements that you indicated are most descriptive of this instructor or course:

2. Please explain why you "strongly disagree" with the two or three statements that you indicated are least descriptive of this instructor or course:

3. Please comment on any aspects of this course or your instructor's teaching that have not already been covered but that you feel are significant areas of strength or need improvement:

#1-17

Instructor_____ Course_____ Term_____

(1)	Classification: Fresh = A, Soph = B, JR = C, SR = D, Other = E	A B C D E
(2)	Sex: Female = A, Male = B	A B
(3)	(Answer 3 or 4) A = A, B = B, C = C, D = D, Fail/F = E	A B C D E
(4)	Expected Grade: Pass/Credit = A, No Entry = B, Other = C	A B C
(5)	Accum Grade Pt: 3.50 - 4.00 = A, 3.00 - 3.49 = B, 2.50 - 2.99 = C, 2.00 - 2.49 = D, 0.00 - 1.99 = E	A B C D E
(6)	Reason for Taking Course Elective: (Interest in Subject = A, Interest in Teacher = B), Grad Req = C, Major = D, Other = E	A B C D E
(7)	My instructor explains experiments and/or assigments clearly.	A B C D E
(8)	My instructor has an effective style of presentation.	A B C D E
(9)	In this course, I always felt challenged and motivated to learn.	A B C D E
(10)	My instructor has stimulated my thinking.	A B C D E
(11)	My instructor emphasizes relationships between and among topics.	A B C D E
(12)	My instructor is actively helpful when students have problems.	A B C D E
(13)	My instructor evaluates often and provides help where needed.	A B C D E
(14)	My instructor is readily available for consultation.	A B C D E
(15)	This course shows a sensitivity to individual interests/abilities.	A B C D E
(16)	When I have a question or comment I know it will be respected.	A B C D E
(17)	My instructor readily maintains rapport with this class.	A B C D E
(18)	This course has clearly stated objectives.	A B C D E
(19)	Exams accurately assess what I have learned in this course.	A B C D E
(20)	Exams are reasonable in length and difficulty.	A B C D E
(21)	The grading system was clearly explained.	A B C D E
(22)	My instructor has a realistic definition of good performance.	A B C D E
(23)	Assignments are related to goals of this course.	A B C D E
(24)	Complexity and length of course assignments are reasonable.	A B C D E
(25)	Directions for course assignments are clear and specific.	A B C D E
(26)	The format of this course is appropriate to course purposes.	A B C D E
*(27)	Instructor-supplied item	A B C D E
*(28)	Instructor-supplied item	A B C D E
*(29)	Instructor-supplied item	A B C D E
(30)	My instructor motivates me to do my best work.	A B C D E
(31)	My instructor explains difficult material clearly.	A B C D E
(32)	Course assignments are interesting and stimulating.	A B C D E
(33)	Overall, this course is among the best I have ever taken.	A B C D E
(34)	Overall, this instructor is among the best teachers I have known.	A B C D E

* The person administering the appraisal will write on the board the questions to be answered for questions 27-29.

#1-18

Teaching and Learning NOTES

Ohio Wesleyan University

October 2, 1975

1 IMPLEMENTATION OF PURDUE COURSE INVENTORY ANNOUNCED

The Teaching and Learning Committee adopted the following procedures for implementing the Purdue "Cafeteria" system of student ratings of courses and instructors at its meeting October 1. The plan will be outlined for the faculty at its meeting on October 6, as requested at the last faculty meeting in the spring when the Purdue system was adopted in principle.

In preparation for the October 6 faculty meeting, colleagues are invited to pick up additional background materials in the Instructional Development Office. Available are the research report, distributed last spring, on the design of "Cafeteria"; the 200-item catalog of questions from which instructors choose their own elements for evaluation, and a more general article, "Evaluation of Teaching," by Dr. James Kulik of the Center for Research on Learning and Teaching, University of Michigan. Also available is the May 9, 1975, issue of Teaching and Learning NOTES in which the "Cafeteria" system was explained more fully and a rationale for adoption was presented.

"Cafeteria" is a computer-generated individualized rating system. It is based on four Fortran programs that any contemporary computer can handle. However, the current Ohio Wesleyan administrative computer is not able to use such programs without reprogramming. Therefore, an interim arrangement has been negotiated to use "Cafeteria" experimentally, at no lease cost, for the 1975-76 academic year, with all data processing to be provided by our sister college, DePauw University.

The Teaching and Learning Committee encourages faculty to use "Cafeteria" only as a diagnostic device for the purpose of improving teaching.

Therefore it is important that the teacher using it be skilled in asking his or her students questions that focus on significant elements of that teacher's objectives, procedures and style. To support such informed use of this system, an initial faculty workshop is scheduled for Saturday, November 8. Those who want to use the system at the end of fall term will learn how "Cafeteria" works and how to select the most useful questions. Since diagnosing teaching is a concern of the entire GLCA Faculty Development Program, faculty from other colleges have been invited to join us in this workshop.

In December, when the diagnostic reports from fall ratings have been returned, a workshop will be scheduled for learning how to analyze results, design future questionnaires and discuss which areas of teaching performance need attention. Three formats for assistance with the analysis will be available: the faculty member may simply receive the analysis instructions, with the ratings printout, for self-enlightenment; he or she may arrange for the help of a local colleague or one of the teachers in the GLCA Consultant Service, or the teacher may join the December workshop to participate in peer group interpretation sessions. This latter format, which may be the most useful for discovering new information about one's teaching, will be structured to encourage collegial support for better teaching. There is some evidence that student ratings can improve teaching most effectively when their analysis is accompanied by some form of consultation and support.

Schedule of events for implementing Purdue "Cafeteria":

October 6	Announcement of plans to faculty meeting.
October 27	Deadline for reservations to use "Cafeteria" at end of fall term. Faculty should call Instructional Development to register (262).
October 30	Instructor item-selection forms available in Instructional Development Office, with guidelines for using the Item Catalog.
November 8	Workshop, 9:30 a.m. - 4:00 p.m. (Item-selection forms should be finalized at the conclusion of the workshop.)
November 17-25	Student questionnaires available in Registrar's Office. Deadline for administration of the questionnaires is November 25.
December 8	Diagnostic reports will be available -- workshop for analyzing reports will be announced for a date during this week.

Because the emphasis in this new system of student ratings has been shifted from personnel evaluation to developmental diagnosis, The Teaching and Learning Committee believes that the elaborate procedures for administration of the questionnaires by students are no longer necessary. The faculty

member will be in a better position to administer the instrument and to explain his or her interest in honest, thoughtful ratings. There is no way of prohibiting the faculty member from submitting rating results for the personnel files, but it will become clear that the system is best used for improvement rather than reward. Complete confidentiality will still be maintained: only the instructor will be sent the two copies of the diagnostic rating -- how it is analyzed is his or her choice; and Steve Scholl, who will be responsible for administering the system, will no longer participate in the personnel peer evaluation process.

These implementation plans should be considered experimental. Early in winter term the Teaching and Learning Committee will review the procedures and recommend any refinements. By winter term it should be possible for faculty members to administer the "Cafeteria" system at any time in the ten-week period. All participation in this program is totally voluntary.

"LEARNING THEORY AND COLLEGE TEACHING" - ON OCT. 9: REGISTRATIONS DUE OCT. 7

Faculty members wishing to attend the seminar on "Learning Theory and College Teaching" should notify Instructional Development (ext. 262) no later than October 7 at 4:00 p.m. Dinner will be provided and final arrangements must be made by the 7th. Those who have already indicated that they will attend need not call again.

The program for the seminar will be as follows:

4:30 p.m.	Overview of learning theory -- Harry Bahrick (OWU)
5:00 p.m.	The Keller Plan -- an application of learning theory to college teaching -- Chuck Morris (Chairman, Psychology, Denison)
5:45 p.m.	Dinner
6:30 p.m.	Group discussion of the themes presented by Morris and Bahrick
8:00 p.m.	Adjournment

Reading materials on the topics will be available at the seminar, to be held in the MUB Faculty Dining Room. They include:

Center for Personalized Instruction (Georgetown University). "PSI: 41 Germinal Papers" (1973).

Center for Research on Learning and Teaching (University of Michigan). "Learning Theory and the Teacher," MEMO TO THE FACULTY (1969), I "Memory," No. 33; II "Transfer of Learning," No. 34; (1970) III "Defining Instructional Objectives," No. 43; (1972) IV "The Reinforcement Principle," No. 48.

Ericksen, Stanford C. MOTIVATION FOR LEARNING. Ann Arbor, Michigan: The University of Michigan Press, 1974.

Learning Research Center (University of Tennessee). "Accent on Learning: PSI or the Keller Plan," TEACHING-LEARNING ISSUES (Spring, 1974), No. 25.

Professional development workshops

Historically, Oberlin has shown justifiable pride in the competence of its faculty as teachers as well as scholars, and great value is placed on the ability of the faculty to transmit their knowledge and experience to students. But until recent years, there have been few supports for the faculty members who wished to improve their professional skills in the classroom.

Recognition of this was brought out in the College's "goals inventory" of a year ago when faculty members indicated that a substantial gap existed between "where we are" and "where we should be" in two important areas: developing faculty skills in classroom teaching, and developing faculty skills in meeting students' personal development needs.

Beginning in the spring of 1973, the College began offering faculty members the opportunity to participate in professional development workshops designed specifically to improve the interpersonal classroom skills, i.e., to develop ways of improving the quality of discussions and personal involvement in their classes. Since then, there have been nine workshops that have attracted some 75 faculty members, plus a number of administrators, students and other members of the campus community.

The focus, processes and formats of the workshops differ, but the overall purpose seems fairly centered on the concept that individuals can improve the way they deal with others in the community: faculty members can improve upon their abilities to communicate with students, and vice versa; they can better understand the ways in which students learn and what inhibits optimal learning; individuals who feel uncomfortable about how they are meeting the demands of an intensive academic community can learn to better understand and handle that discomfort. The techniques in the workshops do vary, but at the core they all employ substantial amounts of personal interaction, whether the workshop is entitled "Blocks to Creativity," "Gestalt Methods in the Classroom" or "Theme-Centered, Interactional WILL-Workshop." And, as organized under the direction of George Langeler, dean of students, the workshops have become intensive, sometimes rigorous weekends under the direction of professional leaders.

Twenty-two persons gathered Friday evening, March 7, for example, in the YM Lounge in Wilder for the first session of a workshop on "Blocks to Creativity" under the supervision of Isabel Fredericson, instructor of human development and a member of the staff of the Gestalt Institute of Cleveland.

The purpose of the weekend — which would run for 20 hours between then and Sunday afternoon — was for participants to better understand ways in which they could make the most of their own capabilities. For some people, that would mean 'unblocking" aspects of themselves that stood in the way of their accomplishing more than they presently are able to; for others, it would mean building upon blocks or areas in which they were already strong. The idea was to help discover or identify strengths, weaknesses and concerns within the individual, and then use that knowledge to work through problems.

The techniques or processes for learning differed. Friday evening was spent dealing with specific "blocks" that people often have such as fear of failure or the unknown, over-certainty, resource myopia, being custom bound, being reluctant to exert influence, or having a reluctance to play (e.g., tending to be too serious). Participants had done a small amount of basic reading and had made individual evaluations (based upon those readings) to decide in which areas they wished to concentrate. Work on the blocks was done individually, or in groups of two-to-five people; the work took the form of mental and verbal exercises, discussions and other related activities.

Work on the blocks continued through Saturday morning, with individuals switching around and working with a variety of participants. Then Saturday afternoon and evening was spent working in groups of four or five on particular individual concerns. Through discussion, evaluation, and large quantities of feedback and verbal give-and-take, individuals tried to work through concerns using their "newfound" awareness of how they may, in fact, have been blocking themselves. Sunday morning was spent as a wrap-up session, finishing unfinished business and evaluating the weekend.

If it is difficult to describe what happens during a weekend of that sort, it is even more difficult to rate a weekend as being "successful" or not. But George Langeler says that only one of the nine weekends thus far has been less than fully successful. The other eight have proven quite valuable to the participants. And the value, he says, is not limited to the good feelings that are commonly felt at the immediate conclusion of the weekend. More important, he says, is that there has been some very positive feedback from faculty who have felt that on a continuing basis, techniques and concepts learned in the weekends have remained with them in their teaching efforts, and have thus improved the quality of teaching and the faculty-student relationships in the College.

Langeler's only concern, though, is not with the effectiveness of the program but with its future due to budget cuts: there is no money immediately available to continue to offer workshops during the next fiscal year. At best, he hopes that some programs can be worked out, perhaps by departments subsidizing faculty members similar to the way that faculty members are subsidized for professional conferences; at worst, a very strong, positive effort to enhance professional development at the College will have to be abandoned.

This article is reprinted with permission from the Oberlin ALUMNI MAGAZINE for May/June, 1975. It is presented here as the first in several pieces describing faculty development activities at other liberal arts colleges. Subsequent issues will include reports from Earlham and Macalester.

#1-22

4 Television presents the many faces of the American woman.

Television has long remembered Mama and loved Lucy.

But today's television recognizes that women have also helped shape America's history and culture. And women are making greater contributions than ever to television—on camera and off.

For example, during October and November, you'll be seeing *First Ladies' Diaries: Martha Washington; Babe*—a portrait of sports immortal Babe Didrikson Zaharias; *Sounder*, Emmy-winning Cicely Tyson's portrayal of the struggles and spiritual triumph of a black woman. And a documentary on the role and status of European women.

More and more women are on camera broadcasting the news. And behind the scenes gathering it. They're executives, writers and technicians. And, more than ever, stars of their own shows.

So here's to Cicely and Carol, Barbara and Mary. To Rhoda and Fay, Maude and Cher and Dinah. To the lawyers, doctors, and women in blue. And to all the others who bring wisdom and laughter and a proud sense of their potential and achievement to all of us.

Fear on Trial. Factual account of John Henry Faulk's blacklisting ordeal. CBS. Thursday, Oct. 2 (9-11 pm).

Country Music Association Awards. Honors outstanding achievements in country music. Second. Monday, Oct. 11 (10-11 pm).

What's It All About? What's Communism All About? What's a City All About? Documentaries for young viewers. Saturdays, Oct. 18-Nov. 22 (11:30-12 pm).

A Home of Our Own. True drama of priest who founded "Our Little Brothers and Sisters" shelters, based on seriously love, work and responsibility. Sunday, Oct. 19 (8:30-10 pm).

Sounder, starring Cicely Tyson

Special Treat: Soul and Symphony. Detroit Symphony explains musical terms. Tuesday, Oct. 21 (4-5 pm). **Fuji.** Panic globing in Japan. Tuesday, Nov. 11 (4-5 pm).

First Ladies' Diaries: Martha Washington. Second in series on Presidents' wives. Thursday, Oct. 24 (11:30-12 pm).

Babe. Life of great athlete Babe Didrikson Zaharias. Thursday, Oct. 24 (9-11 pm).

The Weekend Athlete. ABC News Closeup examines problems of middle-aged athlete. Thursday, Oct. 24 (10-11 pm).

Sounder. Acclaimed film of Southern black family during the Depression. Friday, Oct. 24 (9-11 pm).

The Missiles of October. ABC Theatre. Dramatic account of confrontation between the U.S. and U.S.S.R. Sunday, Oct. 26 (9 pm-midnight).

Life. First of three portraits. "Life, Liberty, Pursuit of Happiness." David Burkley evaluates American love and belief concerning ideals. Tuesday, Oct. 28 (8:30-10 pm). Special children's version Saturday, Nov. 1 (11-12:30 pm).

You're A Good Sport, Charlie Brown. New story by Charles M. Schulz. Tuesday, Oct. 28 (8:30-9:30 pm).

We Interrupt This Broadcast! Re-creation of Orson Welles' broadcast of H.G. Wells' *War of the Worlds*. Friday, Oct. 31 (9-11 pm).

Eric. Hallmark Hall of Fame. Factual story of young man's struggle against cancer. Monday, Nov. 10 (9-11 pm).

The Grand Ole Opry at 50. Hal Holbrook hosts Nashville celebration of music. American institution. Tuesday, Nov. 11 (8:30-10 pm).

ABC Afterschool Special. Wednesday, Nov. 19 (4:30-5:30 pm).

CBS Reports: The Assassins. First of 3 programs on political assassinations. Thursday, Nov. 20 (time TBA).

A Man For All Seasons. Oscar winning film starring Paul Scofield. Thursday, Nov. 20 (7:30-10 pm).

Living Free. Sequel to *Born Free*. Thursday, Nov. 27 (8-10 pm).

NBC News Special. The Social Security emergency and how it works. Thursday, Nov. 27 (10-11 pm).

Steve and Eydie: Our Love is Here to Stay. Tribute to the music and lyrics of the Gershwins. Thursday, Nov. 27 (10-11 pm).

Babe

Winnie the Pooh and Tigger Too. A.A. Milne's charming children's classic. Friday, Nov. 28 (8-8:30 pm).

Consumerism, Boon or Bust? ABC News Closeup on consumer achievements. Saturday, Nov. 29 (10-11 pm).

A Determining Force. Documentary on role of women in European society. Sunday, Nov. 30 (5:30-6:30 pm).

The Legend of Valentino. Franco Nero portrays the silent film idol. Two hours. Date to be announced.

On WOSU (34) a new series, Classis Theatre: the Humanities in Drama, sponsored by the National Endowment for the Humanities on Thursday nights, began on September 25.

First Ladies' Diaries: Martha Washington

Faculty should remember to make arrangements at least two days prior to broadcast for taping programs for classroom playback.

Note: This is, necessarily, a partial listing. Time (NYC), titles and casts of these national programs are subject to change. Please consult your station listings; check also for noteworthy local programs.

#1-23

Teaching and Learning NOTES

Ohio Wesleyan University

October 22, 1975

1 INSTRUCTIONAL INCENTIVE GRANTS

For the fourth year incentive grants are available to faculty members who propose development of new approaches to their teaching. In the past, these small grants have supported experimentation such as audio-visual-tutorial units, foreign language films in teaching conversational skills, and self-study audio tapes for competency units. Projects are not limited to media utilization.

A total of $1,500 is available, usually awarded in grants not to exceed $500 each. Applications may be submitted at any time until the funds are exhausted. The applications will be reviewed by the Instructional Development Subcommittee and awarded by the Committee on Teaching and Learning. Inquiries should be directed to Steve Scholl (ext. 262).

The following guidelines may prove helpful in writing proposals:

1. In most cases grants should be used to demonstrate an effective technique that, if successful, will be funded from other sources in the future. The project objective should be formulated to include these goals. These grants are usually seed money -- sufficient to initiate a program, but not necessarily to implement an ongoing project -- for teaching-learning processes new to the particular instructor(s).

2. Grants do not normally cover purchases of equipment or library resources, travel, or faculty time.

3. An itemized budget and a specific schedule for completion of the project should be included.

4. A demonstration/report of the project should be scheduled soon after completion for interested faculty.

5. A final evaluative report should be submitted at a date specified in the application.

2 PEDAGOGIC CONFERENCE TRAVEL GRANTS

Again in 1975-76 the Teaching and Learning Committee will make travel grants to faculty members who wish to attend a conference, workshop or seminar that is focused primarily on pedagogy in higher education. The following revised funding guidelines have been adopted.

1. $1,300 has been allocated for the 1975-76 academic year for pedagogic conference travel grants.

2. Faculty members are encouraged to attend conferences that will be of direct benefit to student learning and to their own teaching skills.

3. Grants will not be made to augment the regular faculty travel allowance for professional meetings, nor for conferences that are primarily aimed at publicizing disciplinary research.

4. To encourage the most effective use of these funds, the following budget guidelines will be used under normal circumstances:

Travel maximum:	$100 (covers Chicago, Atlanta, Washington, NYC)
Per diem expense, maximum:	25/day - maxium two days
Registration fees, maximum:	50
Total maximum:	$200

While some conferences will cost more than this budget allows, the grants are intended only as incentives. The Committee feels that such activities are of as much professional benefit to the grantee as they are productive of improved student learning and greater excellence for the University.

Proposals may be submitted at any time through the Instructional Development Subcommittee, in care of Steve Scholl.

3 ALMENDINGER MEDIA PROJECT ON "WOMEN IN AMERICAN ART"

Last year Professor Dianne Almendinger (Fine Arts) produced an instructional media program. She was asked to describe the project, with special attention to the distribution of the program since its first showing. One of the potential discouragements for teachers producing their own teaching materials (especially complex units such as this one) is that the extensive preparation time seems excessive if the materials are only used in one class each year or for one or two public presentations. Dianne's experience illustrates that such a difficulty can be overcome, as she reports:

"In spite of not having Teaching and Learning Funds, I probably never would have started on it if that program had not been on campus. So indirectly, the availability of such monies was responsible for the motivation behind the production.

"'Women In American Art' is a selection of two hundred and seventy slides (270) shown on two projectors, side-by-side, depicting women as portrayed in American art. It encompasses all periods of American history, from the Colonial period to Contemporary times. Women are categorized as 'Venus', 'Playmates', 'Symbols', 'Earth Mothers', 'Machines', 'Children', and finally a section just called 'I Am Woman' where the viewer is asked to identify the image as 'Babe', 'Female', 'Sweetie', 'Bitch', etc. There is no dialog on the tape, only music that fits the category. The revelation of female imagery that reflects the role of woman during each historical period becomes obvious as the viewer absorbs what they can within the ten minutes the show lasts. It is provocative and makes a good icebreaker for courses in Women's Studies or American Studies.

"The original presentation was given in October, 1974 for a panel on Women's Studies at the Mid-American Artists Association annual meeting, Northern Illinois University, DeKalb, Illinois. At that time, it was viewed by a representative of The Columbus Gallery of Fine Arts. The Gallery wanted a preview of it for consideration of inclusion in a package they were preparing for American Studies and Central Ohio High Schools. The show has been purchased by them for this program, and has been duplicated for their use.

"Since the original intent had been for use by informed specialists in American art, a text had to be prepared for the high school package. Questions concerning the formation of American tastes; idealized womanhood as symbolic of patriotic images; commercialism and its effects on change of values; the plastic, chrome, woman machines as portrayed in male periodicals, were a part of this text.

"I've been asked to give the show at several other Central Ohio colleges, including a part of a month-long program on 'American Women Artists' in April, 1976, at Ohio State University."

4 REMINDER: RESERVATIONS TO USE NEW STUDENT RATING SYSTEM DUE OCTOBER 27

Faculty members who wish to use the new Purdue CAFETERIA system of student ratings, according to the guidelines announced in Teaching and Learning NOTES for October 2 and at the October 6 Faculty Meeting, must make a reservation by calling or writing the Instructional Development Office (ext. 262) no later than Monday, October 27. Although the forms will not be used until the last week of classes, early notification is necessary to order materials and schedule places for the November 9 faculty workshop on the new system. Faculty are further reminded that November 8 is the Saturday for pre-registration. Arrangements should be made now to cover departmental duties that day.

As noted earlier, background information on the Purdue system, Ohio Wesleyan's implementation plans, and an analysis of student rating systems more generally is available upon request in the Instructional Development Office.

#1-26

The following article appeared in the October 14, 1975 issue of THE CHRONICLE OF HIGHER EDUCATION, p. 2.

How Professors Spend Their Time

The 1975 Ladd-Lipset survey of U.S. faculty members

By Everett Carll Ladd, Jr. and Seymour Martin Lipset

The popular assumption has been that American academics are a body of scholars who do their research and then report their findings to the intellectual or scientific communities. Many faculty members behave in this fashion, but that overall description of the profession is seriously flawed.

Most academics think of themselves as "teachers" and "professionals," not as "scholars" and "intellectuals"—and they perform accordingly.

Although data on the number of scholarly articles and academic books published each year testify that faculty members are producing a prodigious volume of printed words, this torrent is gushing forth from relatively few pens:

► Over half of all full-time faculty members have never written or edited any sort of book alone or in collaboration with others. The proportion involved in scholarship becomes much lower when part-time faculty members are included.

► More than one-third have never published an article.

► Half of the professoriate have not published anything, or had anything accepted for publication, in the last two years.

► More than one quarter of all full-time academics have never published a scholarly word.

Most of the faculty members who do publish have written relatively little. Only 15 per cent have produced three or more monographs, and just one-fifth have published more than 10 articles.

Lest it be thought that young academics, just starting on their publishing careers, make those composite figures deceiving, we have examined the performance of professors 45-54 years old. They are not, as a group, very different from their younger colleagues.

Outside the natural sciences, those who write a large number of articles and those who publish many books are, in most cases, the same people.

Of the humanists with 20 or more articles, 80 per cent have written three or more books.

The pattern is different in the natural sciences where journal articles are the normal medium for reporting the results of scholarship. Forty per cent of natural scientists with 20 or more professional articles have never written or edited a book, and another 34 per cent of these heavy publishers have produced only one or two books.

In all, about one-fourth of the academics have published extensively—which we have construed as 10 or more articles or three or more monographs. Half either don't publish at all, or manage only two or three items over their careers. The remaining fourth fall in the "moderate" range of publications.

Have we been dwelling too much on numbers?

Isn't is possible for Professor X to labor a whole career on one monograph, and build a monument to scholarship, while Professor Y produces 50 articles not worth the sacrifice of a single tree?

Of course. The survey reveals numbers, not quality.

Institutional Differences

We would still insist that publication of articles and books is the primary mode of scholarly exchange in most disciplines, and that it is meaningful to note that half of the faculty members rarely, if ever, engage in this exchange. There are massive variations in the rates of publication of faculty members by types of institutions.

By classifying institutions into four tiers, based on their academic standing, we find:

► Eighty per cent of the professors at the lowest-tier institutions said they had never or rarely published, compared with 55 per cent at the next lowest tier, 40 per cent at the second-tier institutions, and 22 per cent at the top-rated institutions.

► More than half the professors at the highest tier, as against one of 10 at the lowest, have achieved a high level of publications.

American academics have been criticized frequently for not spending much time with their students, for fleeing the classroom for the laboratory.

While there is some basis for this charge that American professors do not spend much time with their students, our survey indicates that a majority of them are actively engaged in teaching:

► Half of all professors spent 10 or more hours per week in the classroom during the spring term of 1975.

► One-third taught 13 or more hours a week, while only one-

#1-27

sixth spent four hours or less in the classroom each week.

However, there are variations by type of institution. Nearly six in 10 of the faculty members at major universities taught six hours or less each week. Only one-tenth of the academics at lower-tier schools spent so little time in the classroom.

"American academics constitute a teaching profession, not a scholarly one. There is a small scholarly subgroup located disproportionately at a small number of research-oriented universities."

For all faculty members, teaching loads rose slightly between 1969 and 1975. Forty-one per cent of academics taught 11 hours or more a week in Spring, 1969, compared with 47 per cent in the spring of 1975.

Faculty members in the humanities, fine arts, and business administration teach more than anyone else. Professors in medicine, a research-oriented field, teach less than anyone else.

Faculty Preferences

As a group, faculty members spend a modest amount of their time in research and scholarship and a significant amount of time teaching. They want it this way:

- Only 4 per cent indicate their interests lie heavily in research.
- Another 21 per cent express an interest in teaching and research but lean toward the latter.
- The remaining three-fourths either lean toward or are heavily committed to teaching.

For every one professor strongly devoted to research, there are nine equally devoted to teaching.

We also asked faculty members what terms best and most poorly described their academic role. The terms fitted into two groupings:

- Involvement in research was represented by such terms as "intellectual," "scholar," and "scientist."
- Involvement in teaching or in administration, in communicating knowledge rather than developing it, was suggested by "professional" or "teacher."

Only 28 per cent of all academics think of themselves as performing a knowledge-generating role. Nearly half identify themselves as teachers. A surprisingly high 85 per cent find that "intellectual-scholar-scientist" is the poorest description of their role, while only 5 per cent think "teacher" is the poorest description.

Differences appear at different types of institutions. Sixty-five per cent of the professors at lower-ranked institutions call themselves teachers, compared with 23 per cent of those at major universities.

Young academics are notably more inclined to identify themselves as scholars or scientists than are their more senior colleagues. This suggests that a significant secular shift in role definition may be occurring. Just 39 per cent of professors under 35, compared with 49 per cent of those 55 and over, find "teacher" the best description.

A Good Fit

The fit between what professors wish to do and what they are required to do seems pretty good. Those whose interests are heavily in research have light teaching loads, while those whose interests are principally in teaching get a chance to teach a lot.

We do not overlook the possibility of some benign deception: Professors who must teach a lot may say, "Oh, well, I really prefer teaching anyway."

And there is that one-tenth of 1 per cent of the professoriate who are committed to research but are required to teach 21 hours or more each week.

On the whole, however, the fit is a good one.

Our survey confirms that American academics constitute a teaching profession, not a scholarly one. Within the teaching order, there is a scholarly subgroup located disproportionately at a relatively small number of research-oriented universities.

Among the majority who teach a lot and publish little, we find a ready acceptance of the primacy and legitimacy of the teaching role.

Teaching loads of faculty members, spring 1975 (pct.)

	All	At major insts.	At lower-tier insts.
Hours taught			
None	6	9	2
1-4	11	24	5
5-6	13	24	4
7-8	8	13	3
9-10	14	15	5
11-12	16	7	12
13-16	19	5	41
17-20	7	1	14
21 or more	5	1	12

Self-definition of academic role (pct.)

	All	At major insts.	At lower-tier insts.
Intellectual	7	10	4
Scholar	10	16	3
Scientist	11	22	3
Professional	27	29	25
Teacher	44	23	65

Numbers of scholarly publications of American faculty members (pct.)

	All	Ages 45-54	At major insts.
Books or monographs			
None	54	46	42
1-2	31	32	35
3-4	8	12	11
5 or more	7	10	12
Articles			
None	34	34	11
1-2	22	21	14
3-4	11	10	12
5-10	14	12	18
11-20	9	9	18
More than 20	10	14	27
Total publications, last 2 years			
None	49	52	19
1-2	27	26	31
3-4	14	13	27
5-10	8	7	18
More than 10	2	2	6

Because of rounding off, columns may not total 100%.

#1-28

Teaching and Learning NOTES

Ohio Wesleyan University

November 21, 1975

1 APPLICATIONS AVAILABLE FOR 1976-77 GLCA TEACHING FELLOWSHIPS

Applications are available in the Academic Affairs Office (U-101) for faculty members who wish to be considered for 1976-77 GLCA Teaching Fellowships. Ohio Wesleyan plans to award four Fellowships for this second round in the GLCA Faculty Development Program, according to a procedure adopted by the Teaching and Learning Committee November 19.

An issue of the GLCA's FACULTY DEVELOPMENT NEWS, attached to this copy of Teaching and Learning Notes, outlines the major aspects of this round of Fellowships. A selection committee appointed and chaired by John Chase, will review local applications and then confer with the GLCA Faculty Development Program Advisory Board before deciding on Fellowship appointments. The Board will announce the awards February 2, 1976. Members of the committee include Steve Scholl (Instructional Development), Phil Burnside (Teaching and Learning Committee), Mildred Newcomb (Faculty Personnel Committee) and Norm Gharrity (representing the 1975-76 Fellows). The members were chosen both as representatives of the appropriate offices and committees, and because they reflect broad disciplinary divisions of the University.

The schedule for local application submission is:

November 21 --	Applications available in Academic Affairs
January 9 --	Final deadline for completed applications, returned to Academic Affairs
February 2 --	Fellowship awards will be announced.

Faculty members desiring more information about the Fellowships should see John Chase, Steve Scholl, or one of the current Fellows: Norm Gharrity, Paul Dahlquist, and Phil Tuchinsky.

The Teaching and Learning Committee hopes that this year's applicants will include more candidates from the Humanities, more women, and more teachers with the rank of full professor. As the attached NEWS indicates, every effort will be made to broaden the range of faculty interests represented in this next round of fellowships. However, no matter what the specific interests or projects chosen by local Fellows, the Program's design is to serve the general development of liberal arts teachers.

2 The bibliographic essay reprinted here was prepared for an "Overview" issue of the GLCA Faculty Development News specially published for audiences outside the consortium. It may be of interest to those wanting an introduction to such literature. #1-24

RE-EXAMINING LIBERAL EDUCATION: LITERATURE FOR FACULTY DEVELOPMENT

The last decade and a half has produced a library of introspective studies of higher education that, if they have not answered the challenges to liberal education with any unanimity, have identified most of the areas of concern to faculty members. In 1972 Benjamin DeMott, Richard Mann and John McDermott -- all winners of the Harbison Award for excellence in teaching -- discussed "Teaching: The Uncertain Profession" for *Change Magazine*. Many more scholars contributed significantly divergent theses in a two-volume series for *Daedalus* (Fall, 1974; Winter, 1975) on "American Higher Education: Toward an Uncertain Future." Over these years attention has focused on the curriculum, as in Daniel Bell, *The Reforming of General Education* (1966), on our impact on students, as in Nevitt Sanford, ed., *The American College* (1962) and Arthur Chickering, *Education and Identity* (1974), and on questions of continuance itself, from Jacques Barzun, *The American University* (1968) and Christopher Jencks and David Riesman, *The Academic Revolution* (1968) to Warren Bennis, *The Leaning Ivory Tower* (1973) and, most recently, the Carnegie Commission's *More Than Survival* (1975).

At the same time faculty members began to discover that research in the teaching and learning process might be applicable to college instruction. Though what we know about improving learning pales before what we do not yet know, new and old faculty have found fresh insights from a growing literature on educational research written specifically for the college teacher. Wilbert McKeachie's popular guidebook, *Teaching Tips*, first published in 1951, is now in its sixth edition. For more than a decade faculty far beyond Ann Arbor have subscribed to the capsule monograph series published by the Center for Research on Learning and Teaching at the University of Michigan, *Memo to the Faculty*, though many were surprised by the scope of twenty years of research in college teaching reviewed by Ohmer Milton in *Alternatives to the Traditional* (1972). With much evidence and debate still to come, the resources available today range from experimental work such as that reported by Richard Mann, et al, in *The College Classroom* (1970) to the controversial typologies of teaching styles suggested by Joseph Axelrod in *The University Teacher as Artist* (1973).

Faculty development, defined as a process of renewing and improving instruction through emphasis on the values, attitudes, skills, rewards and environment of the teaching scholar, began to appear as an explicit theme in publications only very recently. One of the best-known efforts to make some systematic statements about professional development in teaching was the project sponsored by the American Association of Colleges and the American Association of University Professors. *Professors as Teachers* (1972), by Kenneth Eble, the project director, capped a series of influential reports.

"Faculty sometimes talk and act as if they are free-floating entrepreneurs, when they are, in fact, facing a public that demands a much more explicit rationale for continuing to pay the rising costs of higher education." Joseph Duffey

---

Research conducted since the late sixties on the career development and perceptions of faculty is recorded in two works edited by Milton Freedman: *Facilitating Faculty Development* (1973) and the forthcoming *Academic Culture and Faculty Development*. But national attention was clearly drawn to all of these efforts by a small volume that caught the sense of crisis and the promise of change most lucidly in 1974: *Faculty Development in a Time of Retrenchment*, by the Group for Human Development in Higher Education. So rapidly has the response to these and other studies grown that William Bergquist and Steven Phillips have issued a first attempt at *A Handbook for Faculty Development* (1975), and Jerry Gaff is publishing an investigation of instructional improvement projects across the country, *Toward Faculty Renewal* (expected December, 1975).

Literature for faculty development cannot be merely technical or narrowly topical -- and most of the studies cited here appreciate the humane context in which we work. True to their vocation, however, faculty who have participated in the GLCA consortial program during the first year found resources that range far beyond the classroom in their primary focus. For example, Fellows at the 1975 summer workshops found themselves reading books such as John Gardner's *Self-Renewal* (1963) and Robert Persig's bestseller, *Zen and the Art of Motorcycle Maintenance* (1974). Colleagues preparing for the Consultant Service are reading Martin Buber's classic, *I and Thou*. And the attention of the Advisory Board has been drawn to Virginia Woolf's *Three Guineas*, as consideration is turned to an interinstitutional workshop on women teaching and learning.

The concurrent use of these varied sources characterizes our efforts. The context for faculty development in liberal arts colleges is the ongoing search for redefinition of liberal education. Among several recent expositions on this theme, two of the most helpful, both for their sense of hope and of complexity, are Earl MaGrath's *Values, Liberal Education and National Destiny* (1975) and the Summer, 1975 issue of *Change*, which examined "The Future of the Humanities." For improving instruction is integrally involved with exploring human values and institutional goals which free the faculty member for effective teaching.

3 SECOND WORKSHOP ON PURDUE "CAFETERIA" SYSTEM, DECEMBER 13

The Teaching and Learning Committee is sponsoring a second workshop on the uses of the Purdue "CAFETERIA" system of student appraisals of courses and instructors. This short session will focus on diagnosing the results of the experimental administration of the system this Fall term.

All faculty members are welcome to attend, whether or not you used the new system this fall. A major theme of the workshop will be an analysis of sample reports, using a method developed during the last year by other faculty who have tried the system. Those who have administered CAFETERIA at the end of this term will receive their analytical reports about December 8. They are invited to bring along those reports to the workshop to ask questions, compare notes, and make suggestions for next term's procedures.

Colleagues from DePauw, Albion, Denison, Wooster and Oberlin are again invited to join us at this workshop. The workshop will be held in the MUB Faculty Lounge 9:00 until noon. Coffee and doughnuts will be provided. Further information is available from Steve Scholl, Ron Hager or Phil Burnside.

4 The article reprinted below appeared two weeks ago in the Indianapolis News, and was sent along by Bob Farber, Dean at DePauw. Ann Heiss, quoted in the story, also visited with people at Ohio Wesleyan on November 6 and 7.

Professors Rejuvenated

By BILL PITTMAN
Staff Reporter

GREENCASTLE, Ind. — After 25 years as a college professor, John Baughman had the blahs.

A full professor of history, he had been at DePauw 22 years, had served as chairman of his department, and on all the important campus committees. At 50, however, his enthusiasm had waned.

"I felt I was in a rut, and I was still looking toward another 15 years of teaching. I needed rejuvenation," he said.

James L. Cooper, 40, also a history professor, was on the horns of another kind of dilemma. Cooper perceived a change in the students who came his way, and came to believe teachers were strait jacketed by traditional classroom methods.

Opportunity sometimes knocks, and both Baughman and Cooper were selected as fellows of the Great Lakes College Association faculty development program. Now each is pursuing his own classroom experiment that has not only brought new vigor to their teaching, but has vast promise for their students as well.

DePauw has five fellows in the GLCA program that is underwritten by a $400,000 grant from the Lilly Foundation. Altogether 33 small college teachers are enrolled, including three from Wabash and four from Earlham.

Pursuing Classroom Experiment

—JAMES COOPER

The rest represent the other nine colleges of the consortium.

Faculty development programs — teaching teachers to teach — are nothing new to higher education. What may be unique to the GLCA is the series of workshops last summer in which the fellows and their spouses met to immerse themselves in the issues of teaching and learning.

"Most programs like this are based on economic exigencies or some sort of administrivia. This is a people program," Dr. Ann Heiss said recently at DePauw.

Dr. Heiss, former professor of higher education at the University of California at Berkeley, is a member of an evaluation team assessing the success of the GLCA program.

"In most liberal arts courses there is a tendency to lecture at students. Here they are getting involved. One professor said he is having fun, and the students are enjoying it, and that is not a bad criterion," she said.

"Whether these experiments are transferable to other parts of the cirriculum is something we want to test out. But we already see an infectious interchange among faculty. This group is really interested in college teaching.

"It is unrealistic to think you can change all of the faculty, but the fellows in this program have the responsibility to talk about it among their colleagues," Dr. Heiss said.

That is another unusual thing about the GLCA program. Fellows of the program are asked to identify other faculty members who can serve as consultants in teaching and learning throughout the consortium.

"It is not the intent to make good teachers out of bad teachers. I don't think we have any bad teachers at DePauw. But we can help make better teachers out of the good ones," Prof. Baughman said.

The point of the whole thing is to determine new ways, or improve on old methods, of reaching a student audience.

"Teaching has become a very difficult profession," Dr. Heiss said. "Students are no longer consumers of education. They are investors in education, and they want their money's worth."

Prof. Cooper put it another way. The point of teaching, he said, is not to see how many one can flunk, but to see how many can be taught.

4 VIDEOTAPING SERVICE AGAIN AVAILABLE TO FACULTY

Any faculty member may have one or more of his or her classes videotaped to enhance teaching skills. Through funds provided by the FIPSE grant, tapes and student operators are supplied free of charge.

Last spring several experiments were conducted to introduce faculty members to using video feedback and microteaching. This process will be continued this year. Among the possibilities, you may choose to have a class taped, view the tape, and then erase it or save it for viewing again later. You may use the tape to get feedback from some of your colleagues. Or you may choose to use the tape as a first step in getting involved in a microteaching group.

Anyone wishing to have a class taped or to discuss the possibilities of participating in the "teaching laboratory" should call Paul Dahlquist, ext. 800. It is best to allow two days notice in order to arrange to have the class taped.

3 PRINDLE AND DAHLQUIST ASSIST IN INSTRUCTIONAL DEVELOPMENT

As part of the administrative reorganization undertaken during the past several months, two jobs formerly done by the Director of Instructional Development will be handled this year by other members of the faculty in conjunction with the Teaching and Learning Committee. Dennis Prindle will be the faculty liaison for the OWU Bookstore. He is responsible for facilitating policy decisions in regard to textbooks and instructional supplies in the Bookstore. He will be a member of the Sub-committee on the Bookstore on the Teaching and Learning Committee, and works closely with Barb Deal in the Bookstore. Faculty members having suggestions for improving Bookstore services should contact Dennis directly.

Paul Dahlquist will be acting as associate director of the project on "Elevating the Importance of Teaching." This project, begun last year with a $14,000 grant from the Fund for the Improvement of Postsecondary Education (FIPSE) has been continued this year with an additional grant of $16,500. Steve Scholl continues to direct the project, especially as it relates to a national program of dissemination of information about improving teaching at 11 colleges and universities.

Paul is primarily responsible for on-campus activities in the project. The major activities include:

experimentation with the new Course and Instructor Appraisal System (Purdue CAFETERIA);

initiation of a "teaching laboratory" that provides videotaping services to faculty and microteaching groups; and

coordination of the faculty interview project begun last year.

Paul and Steve will continue to work with a steering committee made up of John Chase, Vice President for Academic Affairs; Jane Decker, Chairperson for the Teaching and Learning Committee; Uwe Woltemade, Chairperson of the Faculty Personnel Committee; and Dick Southwick, Director of Counseling Services.

George Cryder welcomes inquiries on how cassettes might be used in instruction, and will be happy to give anyone a "cook's tour" of the listening laboratory. It should be remembered, though, that the primary advantage of cassettes is their portability and ease of handling. The listening lab needed re-equipping, and the English Language Program -- a heavy user of the A-V Center -- provided the funds for the summer purchases. But as cassette use increases at OWU, it is likely that it will be portable players in classrooms, faculty offices, on field trips, and in students' rooms.

2 PERSONAL GROWTH AND TEACHING: WORKSHOP AT WITTENBERG

The Wittenberg University Faculty Development Organization has invited Ohio Wesleyan to send up to five faculty members to a Personal Growth workshop for college teachers. The workshop will be held from Thursday evening, September 23rd, to Saturday afternoon, September 25th, in Springfield. Carolyn Hirsch of the Cleveland Gestalt Institute is leading the workshop and has described it as follows:

> "Personal style and behavior patterns profoundly affect teaching style. During this workshop we will focus on how who you are as a person affects the implementation of your teaching methodology and your skill in enhancing the teaching-learning process. Participants will have the opportunity to identify specific issues related to their own growth and development and to utilize the resources of the group to assist them in developing increased awareness of the effect of their behavior and to experiment with new behaviors. Participants will have the opportunity to experience how group process works when the focus is on personal learning."

During this last summer Joe O'Connor, of the Wittenberg History Department and Director of the Faculty Development Organization, participated in the GLCA summer workshops. Wittenberg has also invited participation by faculty members from Antioch and Earlham. Ohio Wesleyan faculty interested in attending the workshop should contact Steve Scholl (ext. 251, 262) as soon as possible, but no later than Monday, September 20th. All expenses for the workshop will be covered by Wittenberg and the Ohio Wesleyan Teaching and Learning Committee.

Teaching and Learning NOTES

Ohio Wesleyan University

September 16, 1976

1 AUDIO CASSETTES AT OHIO WESLEYAN

In recent years the audio tape cassette has gained in popularity as a teaching and learning medium. Today many people own portable cassette tape recorders/players, have them in their cars and, with the increasingly sophisticated electronics of high fidelity cassette equipment, have stereo decks as part of home entertainment. It is not unusual for students to bring cassette equipment with them to college.

Many professors are capitalizing on the ease of operation and handling -- and low cost -- of audio cassettes. At Ohio Wesleyan the "Critical Language Program," audio-tutorial courses in Anthropology, research methodology units in History, and all of the language departments have used cassettes in the past. Portable recorder/players are available for loan, and more are purchased every year. And we have units equipped for automatically programmed slide/tape productions. Two years ago the University acquired its first high speed cassette duplicator. A student can therefore have a personal copy of a cassette program copied from a master cassette on file in the Audio-Visual Center while waiting. It takes less than two minutes to reproduce an hour-long recording! And the cassettes may sell at the Center for as low as $1.50 for 90 minutes of tape.

The latest addition to cassette tape resources came during the summer. All of the old reel-to-reel equipment in the listening laboratory has been replaced with thirty-six new stations of cassette machines specially designed for teaching. Language classes and the English Language Program are already using the new equipment. In addition to the ease of operation, the machines offer the advantage that a student can duplicate many language lessons while they are first presented for use later elsewhere.

readings by American and British specialists on learning with special application to higher education. It is the best available collection for general faculty use.

MOTIVATION FOR LEARNING: A GUIDE FOR TEACHER OF THE YOUNG ADULT, by Stanford Ericksen (University of Michigan, 1974). This is the book used as background reading for the seminar held with Stan Ericksen during the winter term workshop. It is a highly readable survey of a personal view of how best to apply what we know about learning and teaching to the improvement of college instruction.

TOWARD FACULTY RENEWAL: ADVANCES IN FACULTY, INSTRUCTIONAL AND ORGANIZATIONAL DEVELOPMENT, by Jerry Gaff (Jossey-Bass, 1975). This is the best introduction to and survey of the Faculty Development movement in higher education.

Please return this form to Instructional Development, University 107B, by Friday, May 21.

I plan to attend the following session(s) on video group feedback:

_____ Dinner, May 25, 6:00 p.m.

_____ Demonstration following dinner, 6:45 to 8:00 p.m.

_____ Luncheon, May 26, 12:00 noon.

_____ Video Feedback Session 1, May 26, 12:30 to 2:00 p.m.

_____ Video Feedback Session II, 4:10 to 5:30 p.m.

I would like to have my class videotaped:

Date _____ Time _____

Room _____

(We must have two days notice to arrange taping; the tape will be yours to view, and you have no obligation to show it to others unless you request such an opportunity.)

If you wish to discuss how to use the videotape for your classroom diagnosis, how to relate student feedback from the CAFETERIA system to video feedback, or set up a group session to view your tape, contact Steve Scholl (extension 262).

Name _____
(please print)

SCS/lwo

The last issue of Teaching and Learning Notes (May 5) included a description of a similar project at Oberlin. David Hershiser, whose GLCA Teaching Fellowship project was described therein, will be leading sessions on May 25 and 26 here. He will demonstrate how the process works. Paul Dahlquist, Ron Hager, Steve Scholl and Phil Tuchinsky have all participated in similar exercises during the last year, and several colleagues have had such practice in the past.

If you would like to participate in one of the ways listed above, or if you would just like to see a demonstration or observe one of the experiments, please fill out the attached reservation form. For more information contact Phil Tuchinsky (extension 900) or Steve Scholl (extension 262).

The schedule of sessions is:

Tuesday May 25

6:00 p.m.	Dinner (courtesy of GLCA Teaching Fellows) in MUB Ballroom
6:45-8:00 p.m.	A demonstration of "video group feedback" by Dave Hershiser

Wednesday May 26

12:00 Noon	Luncheon in MUB Ballroom
12:30-2:00 p.m.	Session I -- Video Group (MUB Ballroom)
4:15-5:30 p.m.	Session II -- Video Group (AV 21, Beeghly Library)

Please return the attached reservation form to Instructional Development, University 107B, by Friday, May 21.

READINGS AVAILABLE

The following reading materials are available to faculty in the Instructional Development Office:

You may have a copy of:

"Learning How to Learn Independently," May 1975 issue of MEMO TO THE FACULTY from the Center for Research on Learning and Teaching, University of Michigan (this article is a background reading for the mini-workshop on individualization in science teaching to be held on May 15).

THE TESTING AND GRADING OF STUDENTS, by Ohmer Milton and John Edgerly (CHANGE MAGAZINE, 1976). This booklet was provided for the testing and grading workshop last term. We now have additional copies in stock.

You may borrow copies of:

HOW STUDENTS LEARN, edited by Noel Entwhistle and Dai Hounsell (University of Lancaster, 1975). This book is a collection of

#1-34

Teaching and Learning NOTES

Ohio Wesleyan University

May 12, 1976

"A LITTLE HELP FROM OUR FRIENDS"

On May 25 and 26 faculty will have the opportunity to join with colleagues in one or more experiments using videotape to enhance teaching presentation skills. Video feedback and "microteaching" have been used widely in teacher-training programs, but seldom by liberal arts college faculty. The experiments this month are the first attempt to help Ohio Wesleyan faculty cooperatively work on skills they choose to improve. Funding for this project is provided as part of our program in "elevating the importance of teaching" through a grant from the Fund for the Improvement of Postsecondary Education (FIPSE).

Interested faculty may choose one or more of the following options in this new service supported by the Teaching and Learning Committee and the GLCA Teaching Fellows and coordinated by the Instructional Development Office.

1. You may have a class taped, view the tape and then erase it or save it for viewing again later. Tape, equipment and an operator will be provided at no cost to your department.

2. You may bring a tape to a feedback session on Wednesday, May 26 (see below), or to subsequent sessions to be announced, for comments from a few colleagues. We will work on whatever you identify as your concern, or simply give observations. A demonstration on May 25 will show how this can be done in a supportive and helpful manner.

3. You may participate in a microteaching session on May 26. Some participants will be asked to tape a five-minute presentation to the group, followed by brief discussion of the effectiveness of the presentation. Then the process may be repeated to try to improve the presentation. Again, a demonstration will be given.

poorly articulated essay topics, students will be more liable to do so. They presumably need training in the formulation of good questions before they attempt to respond to them in essay form. So, why not start off a term by assigning carefully structured topics, take a certain amount of class time to help the students assess critically the clarity and precision of the assignment, and then gradually introduce freedom of choice for the student? This is the kind of thing I am going to try out next year.

These are the chief lessons I learned at the GLCA writing workshop. But there were many other intriguing aspects of the program. In particular, I cannot close without mentioning the role-playing session led by Peter Frederick (History, Wabash) and acted out with the aid of histrionically talented colleagues like Elizabeth Christman (English, Notre Dame), Oliver Loud (Physics, Antioch), and Tom Campbell (English, Wabash). The topic was "How to Talk to Students about Writing." Tom's portrayal of the aggressively indignant fraternity jock who comes in to protest a low grade on a theme ("I showed it to the guys at the House, and they all thought it was great!"), combined with the slightly cowed but conscientiously determined counter-punches of Professor Christman, brought down the house.

We could use more of such well-organized and carefully conceived conferences. I hope there will be more, and I hope that many of our GLCA colleagues will take the opportunity to attend.

---

*(CAFETERIA, from page 1)

explore the boundaries of the instructor's teaching effectiveness. Since it is able to collect a large number of responses to each item, the Purdue Measurement and Research Center can assess reliability and build a norm base with which the instructor can compare the reactions of his own class. Except for the demographic questions, the student makes a forced choice (on the assumption that all items selected are relevant to the course) among five alternatives, from "strongly agree" to "strongly disagree." On some GLCA campuses, the back of the questionnaire has been used for open-ended student responses to three questions:

1. Please explain why you "strongly agree" with the two or three statements that you indicated are most descriptive of this instructor or course.

2. Please explain why you "strongly disagree" with the two or three statements that you indicated are least descriptive of this instructor or course.

3. Please comment on any aspects of this course or your instructor's teaching that have not already been covered but that you feel are significant areas of strength or need improvement.

To gather the widest possible range of student responses, the form must be administered in a way which guarantees student confidentiality. The open-ended section records the observations (negative and positive) of the more committed and articulate members of the class.

For each item on the form, the report summarizes distributions of responses, a median, and a percentile ranking based on classroom medians in other independent colleges in the norm group. When taken alone, the results of the report mean little. They may reveal areas of teaching strength and weakness but they do not diagnose the nature of the causes of any. Their maximum usefulness is achieved only when combined — at the instructor's request — with further exploration of strengths and weaknesses, systematic experimentations with strategies for reinforcement or change, and a reuse of "Cafeteria" (or a similar instrument) to check for changed student response. If it is to be effective as a developmental incentive, the instructor report should be returned to the instructor alone and by community agreement excluded from the personnel process.

The controlled flexibility of "Cafeteria" already provides a number of advantages for the individual instructor. Since each campus starts with the same basic system, GLCA colleges could *collectively* tailor "Cafeteria" more specifically to the requirements of small liberal arts colleges, diversifying and strengthening the system's comparative base, while maintaining a high degree of intra-consortial uniformity and national compatibility.

The seven GLCA colleges which have begun to use "Cafeteria" are Albion, DePauw, Earlham, Hope, Kenyon, Ohio Wesleyan and Wabash. In 1974-75 DePauw became the first GLCA campus to experiment with this system. Ohio Wesleyan initiated "Cafeteria" in 1975-76 with two faculty workshops concerned with its developmental uses. At Wabash, Phil Spelt (psychology) is revising the system's program, as part of his Teaching Fellowship project, to make "Cafeteria" useable on the computers at most GLCA campuses. Several of the campuses have faculty members trained to consult with their colleagues in interpreting the student appraisals and in designing strategies for working on areas of instruction in which the teacher would like to improve.

#1-52

IN THIS ISSUE:

Report on writing workshop; women's studies news; faculty positions; workshop on course design; China symposium; partial report on Teaching Fellowship projects; Oak Ridge Science Semester; GLCA Arts Program; calendar of events

GLCA
GREAT LAKES COLLEGES ASSOCIATION

Faculty Newsletter

ALBION • ANTIOCH • DENISON • DEPAUW • EARLHAM • HOPE • KALAMAZOO • KENYON • OBERLIN • OHIO WESLEYAN • WABASH • WOOSTER

"Cafeteria" Evaluation System Used in Seven GLCA Colleges

by James Cooper, DePauw University

Instructors in seven GLCA colleges have begun using, for purposes of their own development, the "Cafeteria" system of course and instructor appraisal by students. As principal participants in the educational process, undergraduates have always been in an excellent position to help assess instruction. But the dramatic increase in the use of student ratings of teaching within the last decade owes less to a general acceptance of this commonsense observation than to more specific trends within the constituent elements of higher education. Student demands in the late 60's for more substantial and immediate instructional adjustments to their own perceived needs and standards resulted in a marked growth in the number of student-sponsored ratings of faculty and course, and increased student participation in personnel decisions. Economic difficulties and demographic shifts have combined in the 1970's to increase administrative insistence on instructional "accountability" involving more thorough evaluation of teaching for purposes of making tenure and promotion decisions. Student, administrative, and other pressures have produced a variety of faculty responses, one of which is the "faculty development" movement with its encouragement of greater flexibility in instructional style and of fuller dialogue between instructor and student about teaching effectiveness.

In keeping with this concern for evaluation and improvement, there is an increasing tendency to keep evaluations of faculty for personnel decision-making (retention, promotion, tenure) separate from appraisals of teaching for developmental purposes. The "Cafeteria" instructor and course appraisal system, developed at Purdue University, is best suited for aiding instructional development, rather than for providing students with information about courses or helping administrators make personnel decisions. Several other computer-based student rating systems have also been designed primarily for developmental use rather than personnel evaluation. The best known of these are the Kansas State University "IDEA" system and the University of Massachusetts "TABS" system.

"Cafeteria" uses a computer-generated form consisting of several student demographic questions (sex, classification, expected grade, reason for taking course), up to 35 items selected by the instructor from a catalog of 200 (including room for a few instructor-supplied questions) and five core items which summarize the student response to the course. While the instructor's choices are largely limited to the catalog's 200 items, these provide a wide range within which the instructor can tailor the questionnaire to the requirements of a particular class, concentrate upon special aspects of teaching about which the instructor desires student feedback, or generally

(continued on page 5)

Congressional Testimonies Yield Increased NSF Support for Education

In response to congressional testimony presented by GLCA and Associated Colleges of the Midwest (ACM), Congress has increased the National Science Foundation (NSF) appropriations for science education, according to Ida Wallace, Independent Colleges Office, Washington, D.C. The testimony, on behalf of the two consortia and three national associations comprising most U.S. two- and four-year institutions of higher education, was presented by Thomas Wenzlau, President of Ohio Wesleyan, and Ted Williams, chemistry teacher at the College of Wooster.

Recently, the House Committee on Science and Technology responded to the congressional testimony with a decision to raise the NSF education budget from 75.7 to 83.3 million dollars and the Senate Committee on Human Resources allocated 83.9 million dollars for science education and recommended funds for research instrumentation.

Wenzlau and Williams have based this year's testimony on four major points: 1) A larger budget for science education is required if support for education is to be maintained in proportion to support for research. 2) Science education should not be separated from the rest of the science continuum. 3) Further support is re-

(continued on page 2)

June 17, 1977

To: Faculty using CAFETERIA, Spring, 1977
From: Paul Dahlquist
Subject: CAFETERIA Results

This time the computer worked (and so did the keypunchers) reasonably fast and, as a result, here are the computed results of your Spring Term course evaluations.

For each question there are two statistics--a median and a percentile. The median means that 50% of your responses fall above and 50% below the given figure. The percentile is based on a norm file of 2000+ classes of small private colleges in Indiana. Until we have an OWU (and/or GLCA) norm file we will use these percentiles as a guide for interpreting the results of your evaluation. They are only that--a guide giving you an idea of how you compare to other faculty members at similar colleges. One caveat: disregard any percentiles for items #193,194, and 195, (Instructor Supplied Items) since the computer only counts and does not know that each instructor supplies different (and thus not normable) questions.

Should you want any help in interpreting the results of your evaluations, please get in touch with me at the Teaching and Learning Center (U-27). The extention there is 262.

OHIO WESLEYAN UNIVERSITY

DEPARTMENTAL CORRESPONDENCE

FROM Steve Scholl **DATE** April 5, 1976

TO Faculty using CAFETERIA system Winter Term **SUBJECT** CAFETERIA reports

Enclosed in this packet please find the computer reports and the narrative responses from your students to the CAFETERIA system appraisals for Winter Term.

As you look over these materials, please keep the following in mind:

1) The purpose of our use of this system is "developmental"--that is, the information you are receiving is for your benefit only, not for for any administrative purpose, including personnel decision-making.

2) Viewed in this light, the quantitative and narrative responses should not be read for their message as to how you compare with other instructors who have recently used CAFETERIA. What <u>is</u> potentially significant, given an adequate sample of student responses, is how you fared on certain items as compared to other items <u>on your own questionnaire</u>, and, perhaps, how you fared on the same items in different classes this term, last term, or in another term.

3) The most helpful information you may receive from these forms probably comes from two sources:
   A. Those items on which your median score was below 3.0 and below the 30th percentile in comparison to our norming base, might be the areas you want to give some thought to; and

   B. A careful reading of the student responses to the narrative section might be illuminating in interpreting the quantitative responses, but can also give you helpful guidance into indicators that demonstrate how students' needs in the classroom differ from one another, and how they may be concerned with things other than those you have indicated are uppermost in your thinking.

4) My experience has been that such student appraisals are most useful if they are discussed with colleagues, and, often, if they are discussed with students in an atmosphere of collective attention to improved learning and teaching. You might consider discussing your reports with me, if a confidential conversation is helpful. I have some information about how other faculty have responded to such appraisals, and can make some suggestions about who else on campus is interested in a concerted effort to work on particular aspects of instruction. You might also consider talking with one or more other colleagues who have used CAFETERIA or whose experience you value. We may form a small group of people who wish to explore their interests in teaching together.

In any case, let me know if there is anything I or others can do to make this process more helpful. A schedule of Spring Term dates for implementing CAFETERIA will be published in the next Teaching and Learning <u>NOTES</u>.

Steve

OHIO WESLEYAN UNIVERSITY

DEPARTMENTAL CORRESPONDENCE

FROM Steve Scholl DATE December 15, 1975

TO Faculty using the CAFETERIA system in Fall Term, 1975 SUBJECT Analysis reports.

Enclosed in one of the attached envelopes (more than one if you sought student appraisals from more than one class), you will find the computer analysis of your student appraisals from the CAFETERIA system. As noted in the Daily Bulletin last week, these reports were delayed by a computer break-down at DePauw. Jim Cooper brought them with him for the Workshop on Saturday, December 13.

At the workshop we spent a fruitful two and a half hours discussing ways in which an instructor can utilize the computer analysis of student appraisals. Cooper brought along examples of how he broke down the information for some of his classes. He included a very interesting comparison of two classes he taught last year. He used identical presentation and assignment materials, but taught one class by lecture and another by audio tapes in a self-paced format. The responses on the CAFETERIA forms were amazingly different: the lecture-style class was ranked very high (frequently in the high 90's of the percentile score) and the tape-based course "bombed"! In another period of the workshop we all looked at the printout Peter Havholm (Wooster) received in this fall's appraisal. We discussed how various items might be interpreted. In both cases, Peter's and Jim's, the question now is: where do we go from here?

Several suggestions were made by the sixteen faculty members at the workshop. First, all agreed that the CAFETERIA reports, when properly used, are a good "scanning" device. One can identify areas of concern (for example, you might want to give attention to those items where your median score was 3.0 or below, or your percentile ranking was below about 33%). These are not "grades" for teaching, but warning signs that something may be amiss in an area you believe is important. It may not be your fault, but clearly someone is disappointed with the teaching/learning process at that point. To continue to borrow Dick Bauerle's medical metaphor, once you have scanned for specific areas, you might consider "probing" more completely the area of concern. You could look at the narrative responses for more information in that area; you could design your item selection, or add some "instructor-supplied" items, next term on the CAFETERIA system to explore one or two specific areas of concern in detail; or you could get assistance from your students or a colleague to observe some classes next term to explore these areas. In sum, we felt that CAFETERIA (and most student appraisal systems) is a good "pre-diagnostic" or scanning device. We must use it to move on to some probing or diagnosis and then to development of some prescriptive action of our own choosing.

So, how should you proceed? After looking at the report, you may want to talk with me, with Ron Hager or with another colleague who has used the system to get some clues to get the most from the appraisal. Then you might consider further probing, or another administration of CAFETERIA next term. If there are services I can provide, or find for you, please let me know. And give me your suggestions about how you use the information. For those who want to see Jim Cooper's material, I'll be happy to share that with you.

Steve

#1-98

The present statement notes current developments toward better procedures for evaluating teachers, especially as judged by students. However, no paper-and-pencil instrument yet devised can do complete justice as an evaluating procedure for the college teacher. Knowing the strengths and the limitations of these formal arrangements is one important step for guarding against their misuse.

Recent Comprehensive Reports

Specific articles and research reports are available in most of the current professional journals in higher education and educational research.

Bergquist, W. H., & Phillips, S. R. **A handbook for faculty development.** Washington, DC: The Council for the Advancement of Small Colleges, 1975.

Centra, J. A. **Strategies for improving college teaching.** Prepared by ERIC Clearinghouse. Published by American Association for Higher Education, Washington, DC, December 1972.

Doyle, K. O., Jr. **Student evaluation of instruction.** Lexington, MA: Lexington Books, 1975.

Eble, K. E. **The recognition and evaluation of teaching.** Washington, DC: Published by the American Association of University Professors, 1971.

Gage, N. L. "Student ratings of college teaching: Their justification and proper use." In Allen, Melnik, and Peele (Eds.), **Reform renewal reward.** Amherst, MA: Clinic to Improve University Teaching, University of Massachusetts, 1975. Pp. 121-135.

Kulik, J. A., & McKeachie, W. J. "The evaluation of teachers in higher education." In F. N. Kerlinger (Ed.), **Review of Research in Education, Vol. 3,** Itaska, IL: F. E. Peacock Publishers, Inc., 1975.

Miller, R. I. **Developing programs for faculty evaluation.** San Francisco: Jossey-Bass Publishers, 1974.

Fund Associates
National Project III

Ball State University, 2000 University Avenue, Muncie, IN 47306
Project Director: Jerry J. Nisbet, Coordinator of University Evaluations

Bucknell University, Lewisburg, PA 17837
Project Director: Wendell I. Smith, Provost

Burlington County College, Pemberton-Brown Mills Road, Pemberton, NJ 08068
Project Director: Lee L. Schroeder, Director of Measurement and Evaluation

Earlham College, National Road West, Richmond, IN 47374
Project Director: Gerald R. Bakker, Department of Chemistry

University of Illinois, 205 South Goodwin, Urbana, IL 61801
Project Director: Charles J. McIntyre, Director, Office of Instructional Resources

Kansas State University, Fairchild Hall, Manhattan, KS 66506
Project Director: Richard E. Owens, Office of Educational Improvement

The University of Michigan, 109 E. Madison, Ann Arbor, MI 48109
Project Director: Stanford C. Ericksen, Center for Research on Learning and Teaching

Ohio Wesleyan University, Delaware, OH 43015
Project Director: Stephen C. Scholl, Director, Instructional Development

Purdue University, ENAD, Room 402, West Lafayette, IN 47907
Project Director: Warren Seibert, Director, Office of Instructional Services, Measurement and Research Center

State University of New York, Central Administration, 99 Washington Avenue, Albany, NY 12210
Project Director: Charles B. Neff, Assistant Chancellor for Special Projects

State University of New York, Oswego, Oswego, NY 13126
Project Director: David J. King, Department of Psychology

Activity which is the subject of this report was supported in whole or in part by the Fund for the Improvement of Postsecondary Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Fund and no official endorsement by that agency should be inferred.

I prepared the original draft which was then reviewed by the Fund Associates. This final statement could not, however, reflect all of the comments and criticisms and I must, personally, assume responsibility for the omissions and the views herein presented. SCE

#1-41

Over the years literally thousands of different items have been included in teacher rating forms. By means of a rather sophisticated statistical treatment—factor analysis—it is possible to determine which of these items seem to cluster together, i.e., which ones tend to measure a common dimension or feature of instruction. The four principal factors seem to be:

(1) Skill. This is the most powerful general factor since **over half** the typical rating form items have substantial loadings in this factor while less than a tenth of the items can be placed in any one of the other clusters or categories. As far as the instructor is concerned, the skill factor is the most important dimension to be assessed by students. A sample question would be: The instructor gives clear explanations.

(2) Rapport, e.g., The instructor treats students with respect.

(3) Organization, e.g., The instructor uses class time well.

(4) Overload/Difficulty, e.g., The instructor has made the course sufficiently difficult to be stimulating.

As mentioned on page 1, the true measure of the teacher is the impact on students. A good rating scale should, therefore, include items which enable the students to indicate, in various ways, the impact value of the course. Given a free choice, the teacher may select more items aimed at the "teaching" than the "learning" (impact) side of things.

Norms

ISSUE 11: Are the available norms applicable and fair to each of the different teacher-course combinations?

On the face of it, the interpretation of student ratings would seem to be more meaningful if students' responses could be compared to established norms. There are, nevertheless, some problems in this arrangement. A normative comparison must be compatible with the situation-specific characteristics of a given teacher and a given course. If the use of a student rating scale is voluntary on the part of the teachers, it is questionable that "institutional" norms should be developed from a self-selected sample of the faculty.

The research findings show that student ratings show a "halo effect," that is, more often than not, students seem to like their teachers and this "bias" shows up when their ratings are averaged. If these ratings are then statistically transformed into a "normalized" frequency distribution, the teacher receives a somewhat distorted score since half of the teachers who contribute to these norms will be placed "below average." The straightforward use of norms at KSU is simply to present the frequency distribution and the teacher can then make a direct comparison of his or her ratings with those of other members of the faculty who teach comparable courses.

The value of student ratings is increased if the instructor will focus attention on specific items and on patterns revealed across item responses rather than trying to derive a gross "teaching index" score. If the established norms are limited to a total score, they may have the effect of pressing individual members of the faculty to teach in ways that are calculated to yield a "high grade." This is directly comparable to the competitive misdirections so frequently seen when students work for grades rather than to acquire and to understand a body of knowledge. If a teacher wants to know how he or she stands overall, simply ask two questions of students:

1. How do you rate this course, overall, in comparison with other courses you have taken?
2. How do you rate this teacher in comparison with other teachers you have had?

Follow-up

ISSUE 12: Can teachers pull themselves up by their own bootstraps?

Where can a teacher—as a teacher—go for help? We have never heard of a pedagogical crisis center for college professors and most of us make quite a point of hiding the troubles we have with our classes. Good teaching is taken for granted and most institutions simply have not found it necessary to establish counseling mechanisms to assist the troubled teacher—other than the department chairperson, one's spouse, or Kelsey's Bar. However, it is perfectly sensible to seek information as to how best to interpret rating-scale response. This does not mean that the teacher is "in trouble."

One of the better examples of a follow-up service is at Kansas State University where a knowledgeable second person helps to guard teachers against drawing false conclusions from rating data, to resolve conflicts and to choose among alternative types of corrective action. The KSU follow-up arrangement has become the main gateway to the larger program of faculty development.

Validity

ISSUE 13: Does feedback from students bring about significant changes in the classroom performance of a teacher?

The research evidence is, again, inconclusive. A teacher who wants to know the reaction of students to various features of a course will certainly be sensitive to the information received; it has salience and immediate validity. Upon receiving a set of completed ratings from a course, teachers will frequently tally, examine, fume, and purr. Even without reference to external norms, it may be apparent to the teacher that he or she is still not skilled, for example, in the management of group discussion. On the other hand, the teacher may be pleased to find that certain new features of the course were well received by students. This is valid information.

The one-shot set of questionnaire returns is less valuable to the teacher or to the administration than the accumulated ratings over time. This more stable average is a better indicator of a teacher's characteristic strengths and weaknesses but whether the teacher can do much about correcting deficiencies is quite another question. Knowing one is overweight does not lead automatically to weight loss; the quiet science professor is unlikely to become a charismatic spellbinder simply because this style seems preferred by students. After five or more years of teaching, it is difficult to change one's habits of speaking, to become more or less the authoritarian teacher, to be more receptive to contrary student opinions, to relax one's standards for grading, and so on. Nevertheless, most teachers will at least try to reduce the dissonance between their teaching habits and how these seem to be perceived by students.

and the teacher that might make some difference to some students.

Mandatory or Voluntary Use of Rating Instruments

ISSUE 7: What schedule of student ratings (mandatory or voluntary; every class or some classes) gives optimum results?

The matter of "overexposure" to a specific rating system is important. Basically, this comes down to the question of mandatory versus voluntary use of the evaluation procedure on the part of the teacher. For an evaluation system to remain effective, students must be willing to give carefully considered opinions. We might expect the average quality of responses to decline considerably if all classrooms, every term, are saturated with the requirement to complete the rating forms. As a compromise, various intermittent schedules could be established but, in any case, decisions as to the frequency of questionnaire distribution should serve the best interests of the teachers.

ISSUE 8: What is the primary purpose of the rating instrument: evaluation and/or diagnosis?

The specific items used in the rating form must be consistent with the purpose for which the results are intended—information for course selection by students or diagnostic analysis for the teacher. The data that go forward through administrative channels for merit review may require yet a further set of questionnaire items. This selective use of items is an extremely important matter. When a teacher seeks diagnostic information, he or she might select questions by which students could point out the weaker aspects of a course or teaching method. If these results are then used for merit review, the evaluative system is working at cross purposes. If given a choice of questions for an administrative assessment, a teacher will tend to emphasize known strong points and perhaps inadvertently gloss over inadequacies that might damage his or her teaching image. If the teacher feels student ratings do not give an accurate reflection of his or her instructional plan and performance, it would hardly seem appropriate to forward these findings as evidence of professional competence. An inflexible or highly prescribed evaluation system can penalize the inventive or unconventional teacher. Such systems tend to converge teaching styles to reward conformity to a preestablished template as to what is good teaching.

A major development in the current technology of student ratings is to include only a few compulsory items for evaluating the global or general characteristics of the teacher and the course. The following "core" items are included in the CAFETERIA system under current development and use at Purdue University.*

- This instructor motivates me to do my best work.
- Course assignments are interesting and stimulating.
- This instructor explains difficult material clearly.
- Overall, this course is among the best I have ever taken.
- Overall, this instructor is among the best teachers I have known.

The bulk of each CAFETERIA instrument, however, consists of items selected by the individual teacher from a "catalog" of 200 or more items. The instructor can select up to 40 items (some of which can be self-constructed) referring to particular aspects of the course for which feedback is desired. This capability not only adapts the instrument to a variety of courses and teaching styles but it involves the teacher in a process he or she can shape or influence. Flexibility appears to be a major factor in gaining faculty acceptance and adoptions of CAFETERIA services.

The IDEA (Instructional Development and Effectiveness Assessment) system at Kansas State University* allows the teachers to identify a unique profile of objectives from a list of 10 different statements. Students rate their progress toward these aims in comparison to other classes. They also evaluate the instructor (20 items), the course demands (4 items), and complete five "self-rating" items plus eight demographic-type questions. The instructor receives a detailed report giving the frequency distribution of responses for all items and can differentiate the findings in terms of the best match between the objectives of the course, the size of the class, and particular instructional approaches employed. One of the more distinctive features of the KSU arrangement is its carefully worked out system of reference points; sets of norms which allow the teacher to take into account, for example, five different levels of student motivation and four different class sizes.

Developing a Useful Yardstick

ISSUE 9: What is the role of the measurement/evaluation specialist in the development of local evaluation instruments?

"Judge not, lest ye be judged." This admonition has now gone full circle and teachers, who have been passing judgement on student performance for countless years, are now being evaluated by students. Unfortunately, the quality of the measuring instruments is uneven. Examination and testing bureaus help faculty to develop discriminating procedures for evaluating students, but teachers are frequently "graded" by unreliable homemade instruments. Considering the complexity and the not-too-subtle threats of student rating systems, it is mandatory for the institution to develop procedures that meet at least minimum standards of consistency, accuracy, and fairness to individual teachers.

It is easier to measure height and weight than to assess intelligence or subject-matter knowledge. It is even more difficult to assess the **interaction** between teacher and students. The nature of the task requires that each rating form be capable of reflecting functionally relevant characteristics of a given teacher in a given course at a given institution, with the foreknowledge that the perception of these conditions will differ widely among students. The teacher needs no technical consultant to know how to ask students if they enjoyed the course. If, however, the questionnaire becomes rather complex and if certain quantitative treatments are to be applied to students' responses, e.g., norms, percentile ranks, etc., the teacher, the department, and the college are advised to obtain some guidance from persons knowledgeable about the several alternatives and pitfalls of such procedures.

The Main Factors to Which Students Respond

ISSUE 10: Does the choice of times cover the main factors in instruction?

Teaching and/or Research and Service?

ISSUE 3: How much weight is assigned to the evaluation of teaching in concert with the other contributions of a faculty member?

There is a difference between the rather specific responsibilities of a classroom teacher and his or her broader functions as a member of the faculty. Institutional recognition often derives from the more visible activities of committee work, administrative responsibilities, scientific and scholarly engagement, publications, community services, leadership in professional organizations, and the many other activities that gain attention and favorable reaction from the larger community. The effect of these activities may or may not contribute to the quality of instruction received by students in the classroom. What is best for the institution or the teacher's professional development is, in the long run, usually best for the students, but in the meantime, certain aspects of classroom teaching are important for the here-and-now student.

Good teaching is not necessarily correlated, plus or minus, with conformity to administrative criteria. Deans, teachers, and students each view the educational scene from their own vantage point and a fair system for faculty evaluation would be to openly examine these criteria. A distinctive feature of the project at the University of Illinois* is to elicit opinions of students toward their educational program—their "major." How, for example, do majors in chemistry regard the undergraduate program they experience? Faculty judgments are also obtained in this rather intensive analysis of the quality of a particular sequence or pattern of courses. Information from each of the several sources is weighed by a specially appointed task force responsible for the review and the development of recommendations.

The Dimensions for Evaluation

An experienced teacher will usually find that the average overall rating received from students does not change dramatically from term to term. Greater attention, therefore, is given by the teacher to those questionnaire items which provide specific diagnostic information about particular features of a course. These data are probably more useful as a means for helping a teacher improve a course than as a source of evidence for purposes of merit recognition and promotion.

Evaluating Content and/or Method

ISSUE 4: By what means might the rating scale separate **course** evaluation from the **personal style** of the teacher?

A distinction must be made between evaluating the teacher as a person and the course as an organized program of study. These are not, of course, independent factors since a dull teacher can destroy an otherwise exciting body of knowledge and a charismatic teacher can breathe life into dreary textbook knowledge. A rating scale must do more than scale a teacher's "popularity" since these happiness scores may be quite unrelated to the educational impact of a course. Nevertheless, it is not at all uncommon for a student to like "the course" better than "the teacher" and these discriminations should not be obscured by the rating instrument.

Judgments by Peers and Supervisors

ISSUE 5: Are the factors best evaluated by peers and supervisors clearly distinguished from dimensions best judged by students?

The specific task of teaching is only one component in the full inventory of faculty responsibilities. Attention to housekeeping chores, for example, might be important to administrators and to colleagues, but whether or not the classroom teacher performs these logistical duties neatly and on time is of little immediate consequence to students. A teacher's reputation takes shape among his or her peers from the accumulation of incidents and comments during the normal course of departmental and institutional affairs. One's classroom style may not be known or given much weight by fellow faculty members who sense there is no single model for good teaching.

The criteria for successful teaching are not posted on a bulletin board or encoded in a set of bylaws. These standards grow and take form as traditions of the department develop and accommodate to the necessary variations in teaching style. Academia treasures individuality, but it takes courage, even so, to march to a different beat than the one given by the dean, the department chairperson, or the power structure within the department. After National Project III has moved further along, we will prepare a report to analyze the evaluation of teaching by one's self, by peers, and by those who administer an educational program.

Student Ratings of Teachers

The remainder of Criteria II will deal almost exclusively with student ratings of teachers. Teachers usually want to know how their students evaluate the main features of a course and the way it was taught. If these ratings are obtained within a climate of cooperation and mutual respect, they are a valuable source of information about the quality of instruction. We will outline the considerable research and development activity in the area of student ratings and will indicate at least some of the problems and issues. References to specific studies will be omitted since these can be found in the publications cited in the Bibliography.

Student Purposes in Evaluation

ISSUE 6: Do students make accurate observations of those features of a course that are significant to them?

The freedom for students to elect different courses means little if choice is based on trivial information. As "consumers" they want to know a great deal more about a course than the content area it covers. Questionnaire data can indicate what students judge to be important: instructional objectives, flexibility to pursue particular topics, how class time is spent, the supporting resources for instruction, evaluation procedures, grading standards, frequency and nature of tests, and finally, those idiosyncratic characteristics of the course

#1-44

CRITERIA

FOR THE EVALUATION, SUPPORT, AND RECOGNITION OF COLLEGE TEACHERS

A SPECIAL PUBLICATION OF THE FUND ASSOCIATES IN NATIONAL PROJECT III, PREPARED AT THE CENTER FOR RESEARCH ON LEARNING AND TEACHING, THE UNIVERSITY OF MICHIGAN

Number II

June, 1976

Student Evaluation of Teaching

Teaching is an omnibus profession, but each teacher is a self-sufficient individual and many yardsticks are needed to measure competence in this role. The evaluation of a teacher should, in principle, be bound to what students learn and to the attitudes and values they hold over the long haul. In practice, however, we tend to separate teaching from learning—"I did a good job of teaching today, but whether my students learned anything was up to them." This is not a common response but it does illustrate the natural interest of teachers toward being evaluated in terms of **what they do as teachers.**

Each of the participating schools in National Project III uses some form of teacher evaluation by students and from our collective experience we can be quite explicit about the issues and problems generated by such arrangements. These matters range from broad policy questions to technical decisions pertaining to the evaluating instrument and the handling of data. The present report is a brief summary of these issues and most of our examples are taken from the Fund Associates. Interested readers are encouraged to write to the Fund Associates in National Project III (see list at end of text) for procedural specifics. The projects at Purdue and Kansas State University are especially worthy of attention.

The Institutional Context

The responsibility of the home institution is to evaluate fairly the individual members of the faculty, and this is a far more complicated task than the development and use of student ratings of teachers. Nevertheless, at many schools these procedures are not independent events and this section will identify some of the larger issues that tie-in student ratings to institutional policies.

Recognition and promotion on the basis of merit is often strongly defended, but this principle probably lacks force in many postsecondary institutions. It is not particularly difficult to find some good things to say about most teachers but unless the dimensions of merit have been explicitly set forth, we may have nothing more than window dressing for a seniority system of advancement and recognition. Promotion to a tenured rank involves a prediction of the career contribution of the teacher to the aims and goals of the institution. What are these institutional values to which the aspiring young teacher must conform?

Institutional Differences

ISSUE 1: To what extent should the evaluation of teachers reflect the priority values of the home institution?

Outstanding teachers share common characteristics of excellence, regardless of the type of school. Even so, there are real differences in the pressures experienced by teachers at different institutions. The statewide SUNY* system is examining its procedure for granting special awards for outstanding teaching and will determine how this mode of recognition is perceived by the faculties on the different campuses. A close look at a similar arrangement (special awards to teachers) is underway at The University of Michigan.* The SUNY-Oswego* project is a good example of combining the values and preferences of the individual teacher with the standards set by the department chairperson.

Course-specific Differences

ISSUE 2: How might an evaluation procedure balance institutional needs with the distinctive factors in the teaching task of the individual teacher?

We tend to talk about teaching as a general skill, but fair and valid evaluation requires special attention to the specific conditions of subject matter, teacher, student characteristics and special conditions affecting the environment for learning. These influences derive from different combinations of factors from one teacher to the next or from one course to another. Most teachers accept the accountability principle insofar as they have confidence in the criteria and the measures used for evaluating their performance. Their sensitivity to these matters is quite legitimate.

Care must be taken to establish the pertinent criteria for each instructional setting and to judge the teacher within this context. The clarity and relevance of the teacher's course objectives, for example, should carry considerable weight in teacher evaluation, as should the ability to organize course content into a productive hierarchy and to assess student performance in a manner that supports rather than hinders learning. A good teacher must be able to provide instructional materials relevant to the objectives of the course, to tutor, to counsel, to excite students and, finally, to serve as an exemplar or model for the attitudes and values germane to a particular area of research, teaching and public service. These are some of the dimensions of good teaching but each is manifest in a distinctive way by the idiosyncratic teacher/course combination.

*See Criteria I for summaries of the different Fund Associate programs referred to in the present report. Request copies from: Center for Research on Learning and Teaching, University of Michigan, 109 E. Madison, Ann Arbor, MI 48109.

Hilda Wick has recently compiled two bibliographies: REFERENCE WORKS FOR HISTORY STUDENTS, 77 pp., and REFERENCE WORKS FOR POLITICAL SCIENCE STUDENTS, 77 pp. They are now available in the Bookstore for $2.50 each. Proceeds will go to the Library.

Paul Dahlquist, Beth Reed, Steve Scholl, Mel Vulgamore and Jan Wright attended the first national Faculty Development Conference, sponsored by the Professional and Organizational Development Network in Higher Education, at Airlie House, Warrenton, Virginia, October 17-19. Steve is on the executive committee of the POD Network and was the conference manager. Jan handled registration and other logistics. The Wesleyan representatives attended sessions which included information on student assessments of teaching, faculty development at liberal arts colleges, professional growth contracting, retraining faculty for new teaching fields, and providing feedback to improve teaching.

Jim Miller -- $160 to assist in attendance at the 4th Annual Conference on Experiential Education at Kingston, Ontario in October.

Proposals may be submitted at any time through the Instructional Development Subcommittee, in care of Steve Scholl.

4 TEACHING DISCUSSION GROUP FORMING

Paul Dahlquist is organizing a small group to discuss feedback from students to improve teaching skills. Faculty who want to review video tapes of their teaching, discuss their CAFETERIA reports, visit each other's classes or otherwise explore teaching with a few colleagues should contact Paul (ext. 800).

All faculty are reminded that a videotaping service is available through Paul. With funds from our FIPSE grant, tapes and student operators are provided at no cost to a department. Recorded tapes are available for the professor's own use, and he or she may invite others -- faculty or students -- to view the tapes as well. Paul will make whatever arrangements seem appropriate.

5 HITHER AND THITHER

By popular request Teaching and Learning Notes will henceforth publish notes on the comings and goings of teachers to conferences, publications, shows and other scholarly and pedagogical professional activity. Department chairs and individuals are invited to submit notes at any time to Virginia Stiles, Academic Affairs.

Four members of Ohio Wesleyan's Medieval Mafia struck on Oct. 11 and 12 at the annual Ohio Conference on Medieval and Renaissance Studies in Cleveland sponsored by John Carroll University. Jim Biehl read on "Giovanni Pontano: Portraits of Conjungal Love." Bernard Murchland discussed "The Humanism of John of Salisbury." Dennis Prindle spoke on "The Doubting Joseph and the Problem of Unbelief in the English Mystery Cycles" and Jan Hallenbeck presented "King Liutprand and the Ducatus Romae." About 150 papers were delivered at the Conference, which drew Medieval and Renaissance specialists from all over the U.S. and Canada.

Kurt Guddat's review of Germany's 1975 bestselling fiction, Siegfried Lenz, Einstein überquert die Elbe bei Hamburg appeared in the 1976 spring issue of BOOKS ABROAD. He also reviewed Richard Salis, Motives: 46 Contemporary German Authors Discuss Their Life and Work in CHOICE, September 1976.

Hugh Harter was feature speaker for the EUROPEAN STUDIES CONFERENCE at the University of Nebraska at Omaha on October 14-16. Harter's talk, in the area of "European Architectural Heritage," was entitled "Preservation and Restoration in Segovia and Dijon."

#1-41

3 PEDAGOGIC CONFERENCE TRAVEL GRANTS

Again in 1976-77 the Teaching and Learning Committee is making travel grants to those who wish to attend a conference, workshop or seminar that is focused primarily on pedagogy in higher education. The following funding guidelines are continued this year:

1. Faculty members are encouraged to attend conferences that will be of direct benefit to student learning and augment their own teaching skills.

2. Grants will not be made to augment the regular travel allowance for professional meetings, nor for conferences that are primarily aimed at disseminating disciplinary research.

3. To encourage the most effective use of these funds, these budget guidelines will be used:

Travel maximum:	$100
Per diem expense, maximum:	$ 25/day - maximum two days
Registration fees, maximum:	$ 50
Total maximum:	$200

4. Recipients of the grants should submit a brief report soon after the event, emphasizing information that might be shared with other teachers and students.

While some conferences will cost more than this budget allows, the grants are intended only as incentives. The Committee feels that such activities are of as much professional benefit to the grantee as they are productive of improved student learning and greater excellence for the University.

<u>1976-77 Grants to Date</u>

The Committee has made the following grants:

John Gatz -- $150 to assist in attendance at an NSF Chatauqua-type seminar at Syracuse in October and February on teaching about new discoveries concerning "The Origins of Man."

Dave Jennings -- $38.60 in partial support of travel to a conference on teaching students the art of collecting oral history in September.

Corinne Lyman -- $50.00 in partial support of attendance of Denison's "Summer Simulation Conference" in June.

INSTRUCTIONAL INCENTIVE GRANTS

For the fifth year incentive grants are available to faculty members who propose development of new approaches to their teaching. In the past, these small grants have supported experimentation such as audio-visual-tutorial units, foreign language films in teaching conversational skills, self-study audio tapes for competency units, training with new laboratory equipment for use in teaching and acquisition of slides, audio and video tapes for enhancement of several courses. Projects are not limited to media utilization.

Grants usually range from $50 to $500 each. Applications may be submitted at any time until the funds are exhausted. The applications will be reviewed by the Instructional Development Subcommittee and awarded by the Committee on Teaching and Learning. Inquiries should be directed to Steve Scholl (ext. 251 or 712).

The following guidelines may prove helpful in writing one- to two-page proposals:

1. Objective:

   In most cases grants should be used to demonstrate an effective technique that, if successful, will be funded from other sources--usually departmental budgets--in the future. The project objective should be formulated to include these goals. These grants are usually seed money -- sufficient to initiate a program, but not necessarily to implement an ongoing project -- for teaching-learning processes new to the particular instructor (s).

2. Budget:

   An itemized budget and a specific schedule for completion of the project should be included. Grants do not normally cover purchases of equipment or library resources, travel, or faculty time.

3. Dissemination:

   A demonstration/report of the project should be scheduled soon after completion for interested faculty. Team or departmental projects are encouraged.

4. Evaluation:

   A final written report should be submitted at a date specified in the application, usually including an evaluation conducted by a third party following a plan included in the original proposal.

5. Continuation:

   Projects may be enhanced by a written commitment from the parent department to utilize the proposed improvement if it is effective.

Teaching and Learning NOTES

Ohio Wesleyan University

October 25, 1976

1 FALL TERM COURSE APPRAISALS SCHEDULE

Faculty wishing to use the instructor and course appraisal system (CAFETERIA) should pick up and complete "Instructor Item Selection Forms" prior to Tuesday November 2. The forms are available in the Instructional Development Office, U-107, from Janis Wright. If you wish, call Janis at ext. 262 and she will mail the forms to you by campus mail. The complete schedule is as follows:

Item Selection forms available: now
Item Selection forms due: November 2 (send to Janis Wright, U-107)
Questionaires available for administration in classes: November 8-23
Completed questionaires are due immediately after administration in your class. The student administering the appraisal should turn them in to Janis Wright.

Anyone having questions concerning the Purdue CAFETERIA system of instructor and course appraisal should contact Paul Dahlquist (ext. 800), Steve Scholl (ext. 262), or any faculty member who has used the system in previous terms.

If you wish help in selecting items for use on your course appraisal, you are invited to meet with Paul Dahlquist on November 2 in the Faculty Lounge in the MUB from 4-5 p.m. Your Item Selection forms may be completed and turned in at that time.

Enclosed with this issue of Teaching and Learning Notes you will find a copy of CRITERIA, the publication of FIPSE National Project III Associates. This issue contains a distillation of information concerned with student evaluation of teaching. It is through National Project III, of which Ohio Wesleyan is an Associate, that recent impetus (and funds) for use of CAFETERIA at Ohio Wesleyan comes.

are topics scheduled for discussion...." Listed on the program are Robert M. Davis, Assistant Provost and Director of the Educational Development Program at Michigan State University. and John A. Centra, Research Psychologist from Educational Testing Service.

Funds to support faculty members interested in attending this conference are available upon application for a Pedagogical Conference Travel Grant from the Teaching and Learning Committee. Address inquiries to Steve Scholl (ext. 262). Application must be made to Teaching and Learning no later than February 11.

4 OWU WORKSHOP ON TESTING, GRADING AND LEARNING: FEBRUARY 20-21

All faculty members are invited to attend the "Testing, Grading and Learning" workshop in the MUB February 20-21. Major sessions will be Friday evening and Saturday morning, with Friday's session beginning at 4:30 p.m., including dinner, and closing at 8:00 p.m., and Saturday's session beginning at 9:00 a.m. and condluding with a luncheon address.

Workshop topics will include two addresses by Stanford Ericksen on relationships between evaluation procedures and student learning, and OWU faculty-led discussions and skill sessions on grade inflation and varied approaches to testing. The workshop is being organized by the 1975-76 Teaching Fellows--Paul Dahlquist, Norm Gharrity and Phil Tuchinsky--and is co-sponsored by the Teaching and Learning Committee. Funds are supplied by the Fellows.

Stanford Ericksen, major speaker for the two-day event, is Professor of Psychology at the University of Michigan. For more than a decade, Stan has been Director of the Center for Research on Learning and Teaching at Ann Arbor. He publishes the widely-circulated periodical, Memo to the Faculty, and has recently issued a monograph, Motivation for Learning: A Guide for the Teacher of the Young Adult (Ann Arbor, 1974). He also directs the current FIPSE National Project III, "Elevating the Importance of Teaching," in which Ohio Wesleyan participates.

A Friday pre-workshop luncheon and afternoon colloquium will also be open to the Teaching and Learning Committee and other faculty members who have read and wish to discuss Ericksen's book. Any faculty member choosing to participate in this colloquium should pick up a copy of Motivation for Learning from the Instructional Development Office as soon as possible.

A workshop registration form will be in the next issue of Teaching and Learning Notes. Forms must be returned to U 107B no later than Tuesday, February 17. Faculty members are forewarned that Saturday, February 21, is also spring term pre-registration day.

The following background materials may be received from the Instructional Development Office (ext. 262) by any faculty member, regardless of ability to attend the workshop:

> The Testing and Grading of Students (CHANGE Special Report, Jan., 1976).
> "Grading ≠ Evaluation," Memo to the Faculty (October, 1971).
> "The Trouble with Grading Is...," ERIC Higher Education Research Currents (October, 1975).

Additional information about the workshop may be obtained by talking with Paul, Phil, Norm or Steve.

5 CONFERENCE ON LARGE COURSE INSTRUCTION

The Office of Faculty Development at Kent State University, in cooperation with the Ohio Board of Regents Chancellor's Advisory Committe on Instructional Development, is presenting a conference on Large Course Instruction, February 27-28 (from 9:30 a.m. Friday through lunch on Saturday). According to the brochure, the conference "will provide an opportunity for participants to explore those factors which facilitate large course instruction. Individualized systems of instruction, utilization of educational media, feedback techniques, and evaluation procedures

February 2	Instructor selection materials available from Instructional Development (U-107-B)
February 11	Completed item selection forms due in U-107-B
March 4	Student questionnaires available for administration
March 18	Completed questionnaires due in U-107-B

As a result of faculty suggestions at the fall workshops, the questionnaires will have an open-ended narrative response section printed on the back of each questionnaire. We will also continue to ask that a student be appointed to administer the questionnaires in class.

Any faculty member wishing to have more information about the system, or to discuss the analysis of fall term assessments, may contact Ron Hager, who chairs Teaching and Learnings Committee's Sub-Committee on Cafeteria, Steve Scholl, or one of the faculty members listed below who tried the system.

Dan Anderson
Dick Bauerle
Sue Bellocq
Phil Burnside
Tom Dillman
Loyd Easton
Marv Feurberg
Jim Freed
Harvey Freeman
Anne Fry
Dick Fusch
John Gatz
Kurt Guddat
Ron Hager
Alex Heingartner
Bill Judd
Corinne Lyman
George Mass
Jim Miller
Dennis Prindle
Dave Robbins
Mary Jo Seyler
Betty Smythe
Dury Sudduth
Mary Titus
Dave Tyson
Bill Waber
Joe Wetmore
Charlotte Wolf

1976-77 GLCA TEACHING FELLOWSHIPS ANNOUNCED

John Chase has announced selection of four Ohio Wesleyan faculty members to 1976-77 GLCA Teaching Fellowships. Appointed Fellows are Bill Louthan, Bernie Murchland, Janet Ragatz and Kay Schlichting.

As Fellows these colleagues will participate in a series of workshops, beginning in April, designed to support continued professional growth in teaching and to provide contact throughout the GLCA with faculty members who share similar commitments for improving liberal education. Major events of the program are two workshops in June and July, lasting more than a week each. Fellows will receive stipends of $1,000 each, financial support to attend the workshops (including the expenses of bringing families to the second summer session) and to pursue individual projects on campus next year, a course of released time (if appropriate), and access to other faculty development resources.

Teaching Fellowships are a major element of the GLCA Faculty Development Program, which is supported in part by a grant from the Lilly Endowment, Inc.

STUDENT ASSESSMENT SYSTEM FOR WINTER TERM

During fall term 29 faculty used the new voluntary system of student assessments of instruction called "Cafeteria". Because Cafeteria requires that each instructor select items to design an assessment instrument tailored to his or her particular teaching goals and style, a workshop was held to explore effective strategies for item selection. Following the November workshop -- which included colleagues from DePauw, Oberlin and Wooster -- the questionnaires were administered in 50 Wesleyan classrooms.

When the questionnaire analyses were returned in early December another workshop was held to help faculty interpret the computer analyses. At that meeting we examined how the responses could be used to highlight particular strengths and weaknesses in teaching, as perceived by students, in those areas deemed significant by each instructor. As Dick Bauerle pointed out, it appears that Cafeteria is a useful "scanning" device. More than any system previously used at OWU, it calls attention to reasonably discrete aspects of teaching. Armed with such detailed information, the teacher may now "probe" more accurately.

Probing may include discussion with students about an area of concern. It could involve inviting a colleague into the classroom to observe and share ideas on how to enhance a teaching approach. It could also lead to participating with a few friends in one of the "teaching colloquia" to be initiated this spring at OWU (information forthcoming in March). Probing will frequently lead to repeated use of Cafeteria, each time redesigned to more fully illuminate specific areas of concern as they come to the teacher's attention.

The Cafeteria system, designed at Purdue University, is one of the most flexible assessment instruments available. It has another advantage in that it is being used at several other liberal arts colleges simultaneously. As a result, it is particularly useful in monitoring instructional experiments. Jim Cooper (DePauw), is gathering data about his trials with an audiotutorial alternative in one of his American history courses. He shared the results so far with the OWU workshop group in December. Cafeteria also might be useful for demonstrating a growth in teaching over an extended time. At OWU, however, the Teaching and Learning and Personnel Committees have agreed not to use the system for faculty personnel evaluation. This diagnostic instrument is designed primarily for instructional development -- not evaluation. At DePauw, Purdue and many other schools similar approaches are being used.

Faculty wishing to use Cafeteria during winter term should note the following schedule. (Until the new computer is installed we are processing the system at DePauw -- hence the long lead times required. Later we hope to have the system available at any time during the term with service of only one or two days "turnaround.")

This particular procedure of colleague interviews was suggested by Malcolm Parlett, a consultant for the OWU FIPSE project and a member of the Group for Research and Innovation in Higher Education of the Nuffield Foundation, London. While at the University of Edinburgh, Parlett helped to design an education evaluation approach called "illuminative research." He is currently gaining recognition in both the United States and Britain for his inventive applications of this design. He has spent several years at MIT, has been associated with the Danforth Workshops on the Liberal Arts and recently completed a study entitled "The Wellesley Milieu." Parlett is also the chief external reviewer for the GLCA Faculty Development Program.

On a wide variety of campuses in the last several years, similar interview projects have been carried out by many people, including Nevitt Sanford, Mervin Freedman and their associates at the Wright Institute, Berkeley. Freedman's latest findings about faculty perceptions of professional roles are described in the forthcoming book, Academic Culture and Faculty Development (Jossey-Bass, 1976). Two other interview projects can be noted within GLCA. At Wabash College, history professor Jim Barnes is interviewing all of his colleagues as part of his GLCA Teaching Fellowship. At Earlham College, Gerry Bakker, a chemistry professor recently appointed consultant in teaching for that campus, has initiated an interview project as part of Earlham's FIPSE program.

A unique advantage of the OWU "colleague interview" process is that it invites faculty members to engage one another in extensive conversation about professional concerns which they seldom have an opportunity to discuss in a personal, yet reflective and objective manner. While some institutions use external interviewers to gain information pertaining to faculty members' professional attitudes, developing the project locally can help to assure an agenda that fits the institution. But the strongest benefit noted by those who have participated to date is that this process encourages sharing views between people whose usual conversation rarely touches matters so close to the heart of our profession and that it demands clarification of thought about these matters, while encouraging collegiality.

The first several interviews have been conducted by Steve Scholl. Those who have been interviewed so far are Phil Burnside, Paul Dahlquist, Norm Gharrity, Mildred Newcomb and Phil Tuchinsky. These faculty members will begin contacting colleagues this week to arrange additional interviews. It is hoped that most faculty members will have an opportunity to participate by the early part of spring term.

Teaching and Learning NOTES

Ohio Wesleyan University

February 2, 1976

1

COLLEAGUE INTERVIEW PROJECT LAUNCHED AT OHIO WESLEYAN

During December and early January faculty members at Ohio Wesleyan began to be interviewed concerning views of their profession, liberal education, teaching and learning, the local evaluation and reward system and the future of the University. This experimental project is part of two efforts: the Task Force on Liberal Education, appointed by President Wenzlau, wants information about faculty definitions of liberal education and attitudes toward OWU's academic program; and the steering committee for National Project III, which is supported by the Fund for the Improvement of Post-secondary Education (FIPSE) for the purpose of "elevating the importance of teaching," wants to know how faculty members perceive the evaluation and reward structures.

The research design is quite simple: a faculty member, armed with a list of questions about professional preparation, values, educational philosophy, teaching style, student behavior, university governance and the future of higher education, is asked to interview two colleagues. The interviews, lasting from one to three hours each, are intended to invite colleagues to raise questions, share particular insights and describe their approaches to teaching the liberal arts at Ohio Wesleyan in the mid-seventies. The interviewing colleague summarizes each completed interview in one or two pages, asks the professor who was interviewed to read and revise the summary, and turns in the negotiated result.

The first aspect of the project will be completed when all faculty members who are willing have been interviewed. A content analysis will then be prepared to explore both the aggregate and particular views collected from the summaries. Besides providing information for the FIPSE project and the Task Force on Liberal Education, this report could also become the basis for some general faculty discussion.

#1-32

GLCA FACULTY DEVELOPMENT PROGRAM
Ohio Wesleyan University
Delaware, Ohio 43015

The 1976 Summer Workshop

Participation in both sessions of the Summer Workshop is basic to the Teaching Fellowship program. Unlike the 1975 Summer Workshop, no "optional" sessions are planned. The interviews and the April Pre-Workshop Conference are intended to help meet basic interests within the group and provide information that can aid in a lively exchange of divergent ideas and the establishment of some common goals. Final plans for the workshop will be made after the March interviews, but the following general outline indicates probable emphases.

Session I – June 23-30

Major elements will include colloquia on values in liberal education; programs on classic teaching styles, learning theories and methodologies, and opportunities for Fellows to examine, within the context of small groups, their personal styles of learning and teaching.

Session II – July 6-15

The program for this session will broaden to incorporate the interests of Fellow's husbands and wives who choose to attend. (Spouses will receive information and invitations and be asked about their interests shortly after Fellows are appointed. Expenses for spouses will be paid; a recreation program and baby-sitting for children will be provided.) A general emphasis of this session will be on changing patterns in careers and life-styles. There will be an attempt to account for generally different patterns according to age, sex, single or married persons and different kinds of careers and life-styles.

Session II will also involve Fellows and spouses in a simulation experience in planning colleges for the future (similar to the simulation which was part of the 1975 workshop). Fellows may also define and begin work on their individual projects in conjunction with planning to fulfill their institutional commitments.

Projects

During the 1976-77 academic year, Fellows will pursue individually-designed projects in instructional, personal, philosophical or institutional development. Although the application for a Fellowship does not require a final commitment to a particular project, an applicant is asked to indicate some possible projects which are consonant with her or his professional plans and which might in some way stimulate faculty development within his or her institution. The interviews, Pre-Workshop Conference and Summer Workshop will all be partially directed toward a project decision and its development.

Projects are expected to vary greatly. A Fellow especially interested in institutional skills may want to "Kellerize" a course or try computer-assisted instruction. Another may work with an institution to create a women's studies curriculum or improve the effectiveness of a team-teaching project; or link up with a local Teaching and Learning Committee to extend some needed service to faculty members; or administer a series of faculty seminars on liberal education. Some Fellows may want to collaborate with their colleagues, as Dave Hershiser has done this year at Oberlin, to diagnose one another's teaching or, like Jim Barnes at Wabash, to interview faculty members about their teaching and careers. Possibilities for projects are limited only by the requirement that they be aimed explicitly at making teaching and learning more effective through the development of faculty members. Any project which involves institutional programs should, however, first be discussed with the chief academic officer.

Institutional Commitment

In accepting a Teaching Fellowship, a faculty member makes a commitment to discover new ways to work with her or his colleagues -- *especially on the home campus* – to improve the instructional process. On many campuses formal and informal efforts to improve teaching and learning have long been underway; the GLCA Faculty Development Program is not intended to conflict or compete with existing efforts, but to assist in improving and humanizing the profession however it can. Its consortial context provides Fellows with resources, training activities and group opportunities to share information and explore ideas – but what the Fellowship program can yield in terms of faculty development on each campus is a prime concern.

Institutional commitment will be demonstrated by different Fellows in different ways. Most Fellows, in collaboration with "first-round" Fellows and their colleagues who are working with the Consultant Service, will find new ways to work through existing committees to expand services to faculty members. Others may devise totally new avenues for faculty development within their institutions. Some "first-round" Fellows, with special interest in acting as coordinators of expanding local programs, may reapply this year for a second Fellowship round.

Compensation

The GLCA Faculty Development Program Teaching Fellowship, jointly funded by Lilly Endowment, Inc., and the GLCA colleges, provides each Fellow with a stipend of $1000 in compensation for summer time spent at the workshop and in further pursuit of Fellowship obligations. Expenses of attending the Summer Workshop, and the other two required meetings will be covered. Expenses of spouses who choose to attend the second session of the Summer Workshop will also be paid.

Money is available on a matching basis from local campuses to provide such possible aids as (a) a small amount of released time, (b) expenses related to projects (including travel, student or clerical assistance, bibliographic or equipment purchases, etc.) and (c) assistance in promoting faculty development on the home campus (sponsoring a workshop or colloquium, purchasing books, etc.)

For further information about the Fellowships and other aspects of the GLCA Faculty Development Program see your local first-round Fellows, a member of the Advisory Board, someone in the Consultant Service or your chief academic officer.

#1-3

GLCA
GREAT LAKES COLLEGES ASSOCIATION

faculty development news

ALBION · ANTIOCH · DENISON · DEPAUW · EARLHAM · HOPE · KALAMAZOO · KENYON · OBERLIN · OHIO WESLEYAN · WABASH · WOOSTER

Announcing Teaching Fellowships for 1976-77

Approximately forty-eight GLCA Teaching Fellows will be appointed for a 1976-77 term, beginning February 2, 1976, and concluding in June, 1977. Appointments will be decided upon by local institutions, reviewed by the GLCA Faculty Development Program Advisory Board and announced at the beginning of February.

Purpose of the Fellowships is to support excellence in teaching and to assist in professional growth for Fellows and the colleagues within their institutions. Appointed Fellows will be commissioned to work toward personal professional objectives, to assume responsibilities for stimulating interest in teaching issues on their home campuses and to meet at designated times (see schedule for Pre-Workshop Conference, Summer Workshop and 1977 Reporting Conference) with the group of Fellows to examine liberal education both in philosophy and classroom applications.

Interviews of selected Fellows will be conducted during February and March by 1975-76 Fellows and members of the Consultant Service. The gathered data will aid in planning program details for the Summer Workshop.

Application and Selection Process

Selection of Teaching Fellows will be on the basis of potential for growth in teaching. The statement is purposely broad, since no specific approach to teaching is espoused by the Teaching Fellowship program. What is required is a commitment to the profession and evidence of willingness to grow.

Application forms are available from the chief academic officer of each institution. The form is designed both to assist teachers in considering some specific and general directions for their professional growth and to help those involved in the selection process. It requests (a) a description of professional strengths and interests (in teaching, research, institutional work, etc.) and related goals for the next two to three years; (b) a general description of plans for achieving these goals and a statement of how a Teaching Fellowship might help, and (c) a suggestion of one or more possible projects, related to these goals, that might be pursued as part of a Teaching Fellowship.

Although applications will be reviewed by the GLCA Faculty Development Program Advisory Board, appointment of Teaching Fellows will be handled locally, according to a process and schedule to be announced by the chief academic officer of each institution.

Members of the Advisory Board have stated that they would like to see a wide diversity in the 1976-77 group of Teaching Fellows. To provide a healthy balance within the group and varied perspectives on teaching issues, the Board encourages applications from older, as well as younger faculty members; from women and members of minority groups, and from teachers representing many different disciplines.

Obligations

The obligations of each Teaching Fellow are three-pronged: (1) Full participation in the Summer Workshop sessions (see schedule), the Pre-Workship Conference in April and a Reporting Conference to discuss progress in March, 1977; (2) Responsible action in relation to faculty development on his or her home campus, and (3) Development of a specific project. (The last two items may be closely intertwined.)

Calendar of Fellow's Consortial Activities

Nov. 20, 1975	Application information, 1976-77 Fellowships, mailed to all GLCA faculty.
Feb. 2, 1976	Fellowship awards announced by GLCA.
February - March	1976-77 Fellows interviewed on campus by 1975-76 Fellows and Consultant Service faculty.
April 2-4, 1976	Pre-Workshop Conference - 1976-77 Fellows.
June 23 - June 30	Summer Workshop -- First Session (Fellows only).
July 6-15	Summer Workshop - Second Session (Fellows, spouses, families).
March, 1977	Reporting Conference - 1976-77 Fellows discuss progress.

ohio wesleyan university

PACKET #2

ELEVATING TEACHING THROUGH THE PERSONNEL REWARD SYSTEM

Part A - PERSONNEL PROCEDURES AT OHIO WESLEYAN (7/14/77)

I. Recruitment

The position description is nationally advertised in education media, e.g., THE CHRONICLE OF HIGHER EDUCATION, and in women's and minority publications where possible. Sources for the latter are suggested by the Affirmative Action Officer. Vitae, letters of recommendation and application forms are requested for all candidates.

II. Selection

The department screens down to the top six candidates, including at least one woman and one minority person if possible.

The department chairperson in consultation with the Provost then selects three candidates to be invited to the campus.

III. Interviews

Each candidate meets with the department and is interviewed by the student members of the Departmental Board, the Provost and a committee composed of one member of the Faculty Personnel Committee and two other faculty members. (In the case of appointment at Associate and full Professor ranks, the candidate is interviewed by the full Faculty Personnel Committee.) The President interviews candidates when possible.

Student members of the Departmental Boards are usually elected by the majors of each department although membership selection processes vary. These boards have a number of functions, but the most important one is probably the role played in personnel evaluations. Student Board members are to be included as one source of information for hiring, retention, tenure, and other personnel decisions.

The Faculty Personnel Committee is composed of seven men and women faculty members. Faculty Personnel Committee members are elected by the faculty as a whole for three-year terms of office. The Provost of the University meets with Faculty Personnel Committee meetings and participates in discussions, but does not vote in the final recommendations of the committee. The Faculty Personnel Committee's primary responsibility is to evaluate faculty members for retention, promotion, tenure, and merit increases, although other personnel issues such as fringe benefits and general pay increases also come under its aegis. The Faculty Personnel Committee reviews all material concerning individual faculty members and makes recommendations to the University Administration. Although these recommendations are just that--recommendations--they have rarely been rejected by the administration.

Ohio Wesleyan University, Delaware, Ohio 43015 Tel. (614) 369-4431

IV. Appointment

Following consultation with the department chairperson and review of appraisal forms completed by the three-member committee, the Provost issues an invitation to the candidate selected.

The maximum probationary period for faculty members appointed on a regular probationary contract is seven years and may include full-time teaching service at other institutions of higher education, but the University normally will require a probationary period of not less than four years of full-time teaching service at Ohio Wesleyan. The required probationary period will be stated in the contract of employment.

V. Review

A. Notification

1. First-year appointees are informed of reappointment of non-reappointment on the basis of the department chairperson's recommendation to the Faculty Personnel Committee, by March 1 of the first academic year.

2. Second-year persons are reviewed fully in the fall of the academic year (see B below) and are informed of renewal or nonrenewal of contract for the coming academic year by December 1.

3. Before June 1 of their second year, faculty members are reviewed and informed whether or not their contracts will be continued beyond the end of the next academic year, a condition which obtains for all subsequent years, until the tenure decision is made.

B. Procedure

1. Review in the second year and all subsequent years is basid on a study of the following materials by the Faculty Personnel Committee:

a. A self-evaluation submitted by the faculty member (Appendix A).

b. Five Rater's forms from department (or cognate department) peers, including the department chairperson (Appendix B). Raters are chosen by the Provost in consultation with the Faculty Personnel Committee. The department chairperson's rating form has an extra page for recommendations relative to retention, promotion, tenure, and merit as appropriate (Appendix C).

c. A composite Rater's form completed by the student members of the Department Student Board. (This form is the same as in Appendix B.) Efforts are underway to improve the data base for these student evaluations.

2. Each of the seven members of the Faculty Personnel Committee reviews the file for each faculty member and arrives at an independent rating based on each file.

The three categories on the Rater's forms (I. Assessment of Teaching, II. Assessment of Scholarly and/or Creative Work, and III. Assessment of University and Community Service) are weighted on a base of 60, 30, 10 respectively.

3. The evaluation of teaching (weighted 60 percent) is done in a number of ways. Faculty members who choose the Purdue CAFETERIA Course Evaluation Forms in their classes may submit these as evidence of their teaching skills. Both use and submission are voluntary as CAFETERIA is viewed as primarily diagnostic, not judgemental.

   Some departments have regularized methods for learning about how their faculty teach and for evaluating that teaching. Such material will be instrumental in filling out peer rating forms. Other departments have no such regularized processes and it must be assumed that their ratings of teaching effectiveness are less reliable than ratings from departments with standardized methods.

   The role of Student Boards has already been mentioned, but this is an additional means of getting data on teaching effectiveness.

4. Decisions[1] leading to recommendations to the Administration are then made. Each decision calls for two secret ballot votes, usually taken one week apart. The order of decisions is:

   a. Second-year retention
   b. Promotion
   c. Merit increment (Merits are awarded on a biennial basis. Approximately one-half of the faculty receive merits)
   d. First-year retention
   e. Third-year retention
   f. Tenure

VI. Eligibility for Promotion

The following criteria for eligibility are minimal. Once they are met, a faculty member will be reviewed each year for promotion, but actual time in rank is becoming a highly important additional criterion.

A. Assistant Professor - one year of college level teaching and the Ph.D. or acceptable equivalents of both, or five years with the M.A. or acceptable equivalents.

B. Associate Professor -- five years of college level teaching and the Ph.D. or acceptable equivalents, or 15 years with the M.A. or acceptable equivalents.

C. Professor -- ten years of college level teaching and the Ph.D., or acceptable equivalents.

VII. Appeal Procedure

A. Appeal of promotion or merit decisions may be made to the Faculty Personnel Committee, on the basis of new evidence.

B. Appeal of retention or tenure decisions is as follows:

1. On request, the faculty member is given the reasons for the decision in writing by the Provost.

2. The faculty member may meet with the Faculty Personnel Committee to present <u>new</u> evidence.

3. If the decision is unchanged and the faculty member feels that improper procedure has obtained and/or his or her academic freedom has been violated, the faculty member may request the Provost to create a three-member hearing panel. This panel can address itself only to the charge of improper procedure or violation of academic freedom. It cannot re-evaluate the substantive basis on which the decision was made.

4. Within 30 days of its formation, a panel considering procedural problems will file a written report indicating whether or not, in its judgement, violations sufficient to warrant reconsideration have occurred. Reconsideration by the Faculty Personnel Committee is mandatory if the panel requests.

5. Within 45 days of its formation, a panel considering academic freedom violations will file a written report of its findings. If the panel finds probable cause of violation of academic freedom then a Faculty Hearing Panel is prescribed. Such a Hearing Panel is composed of 5 faculty members appointed either by the President or by the Faculty Executive Committee, and is directed to ascertain the facts of the case, delineate upon them, and make a final written recommendation and report.

[1] In the case of retention and tenure review, the student members of the Departmental Board may meet with the Faculty Personnel Committee at the request of the students or the Faculty Personnel Committee for elaboration and/or clarification of the rating form.

In the case of tenure reviews, <u>all</u> members of the appropriate department submit Rater's forms.

Part B - COMMENTS ON A PROCESS

The preceding materials present an overview of the process by which Ohio Wesleyan makes decisions concerning appointment, retention, tenure, promotion, and merit increases. A fuller understanding of the process, however, requires some additional comment.

The theory behind Ohio Wesleyan's personnel system is that professors are evaluated on a formula giving 60% weight to teaching, 30% to scholarly activity, and 10% to university and community service. Certainly, 60-30-10 is the formula by which the Faculty Personnel Committee operates, but mere formulas do not tell the entire story. The Faculty Personnel Committee can make judgements that are only as good as the data upon which individual raters base their ratings of a particular faculty member. Despite the heavy weighting given to teaching, in most cases the data base for evaluating teaching is probably the poorest of any of the three categories. In most cases evaluations of teaching are based upon hearsay rather than upon sound observation and/or other types of sound data. Raters generally have much better data in the areas of scholarly activity and university and community service. It is, thus, at least a possibility, if not a probability, that ratings on the teaching proficiency of individual faculty members are based more on general perceptions of scholarly merit than real knowledge of teaching practice.

It must further be noted that every department, individual, and Student Board approaches the task of rating faculty members somewhat differently. Faculty Personnel Committee has, over the years, been very concerned with the problem of getting fair and comparable ratings. The forms for raters have been revised a number of times, the latest version being that reproduced in this packet. By communicating with Student Boards regularly and by suggesting guidelines to Student Boards for carrying out ratings of faculty members, the Faculty Personnel Committee has attempted to get a better data base of student opinion on the teaching effectiveness of Ohio Wesleyan faculty members. Conversations have been held between Faculty Personnel Committee and FIPSE staff members at Ohio Wesleyan concerning student ratings of instructors. We have make the suggestion that if student ratings are to be used for judgemental (not diagnostic) purposes, and if they are to be both effective and fair, then a simple for, administered for all faculty members perhaps one term each year, would be the best method. For the present, the Faculty Personnel Committee has elected to remain with the Student Boards as the means of obtaining student input to the personnel process. A significant problem remains, however, and that is the varying degree of seriousness with which different Student Boards undertake the task of evaluation.

Lack of good data is not, by any means, restricted to the evaluations of Student Boards. Both departmental colleagues and other raters of Ohio Wesleyan faculty generally lack a sound basis for making their evaluations. One proposal, based on a procedure now carried out by the Fine Arts Department, is currently being considered as one possible remedy to the lack of sound data about teaching effectiveness. The proposal is as follows:

> A standard department level minimum evaluation procedure should include a two-stage examination of all courses. Stage 1 is a meeting with the course instructor at which time the instructor is given the opportunity to discuss the class goals, course content, procedure or methodology and give examples of student work. Stage 2 is a meeting with selected students,

one-half chosen by the course instructor and one-half chosen by the other department members. This second meeting, as well as the first, is chaired by the department chairperson or someone else so designated, and is attended by all interested department members and the full student board. The second meeting is confidential in so far as who said what, but a summary of the contents is presented to the course instructor. Positive and negative criticism is made available to the instructor as well as suggestions for improvement from other department members as they see fit. The summary is presented by the person who chaired the second meeting. This evaluation procedure should be conducted at least twice a year for non-tenured faculty. Courses taught by tenured faculty should be reviewed so that all courses in a department are reviewed during a three year cycle.

We firmly believe that some such evaluation procedure as given in the above proposal would greatly strengthen the personnel process, give the heavy weighting placed on teaching effectiveness at Ohio Wesleyan much greater credibility, and truly elevate the importance of teaching in the nitty gritty area of personnel decisions.

APPENDIX A

FACULTY PERSONNEL INFORMATION

Name _____

Date _____

All of the information on this form should be confined to activities within the last two years.

I. ACADEMIC ACTIVITIES AT OHIO WESLEYAN

State those accomplishments which you consider to have been contributions of your teaching to your students and to the academic program of Ohio Wesleyan, in the following or related ways:

1. Mastery of subject matter (e.g. - up-to-dateness in your field; broadening of your knowledge of your field).

2. Structuring of courses (e.g. - self-evaluation of your courses; innovations in approach or technique; major revisions of course content).

3. Stimulation of student interest, involvement and achievement.

4. Provision of assistance to students experiencing difficulty.

5. Direction of independent student projects and research.

6. Encouragement and direction of student honors work.

7. Advising.

8. Other aspects.

continue on reverse side

FACULTY PERSONNEL INFORMATION Name _____

Date _____

II. SCHOLARLY PRODUCTIVITY AND PROFESSIONAL GROWTH

A. List completed publications, papers, and other scholarly or creative accomplishments (give full data):

B. Describe any work in progress:

C. List graduate work taken for credit, and degrees earned within the last two years (where, when):

D. List memberships, offices held or other recognition in professional organizations:

E. List attendance at professional meetings:

F. Note off-campus employment or activities which in your opinion substantially contributed to your professional and scholarly growth:

FACULTY PERSONNEL INFORMATION

Name _____

Date _____

III. UNIVERSITY AND COMMUNITY SERVICE

A. University Service (Department Chairman or Acting Chairman, University committee work, departmental committees or assignments, faculty organizations, special programs, student organizations, other):

Supporting statements:

B. Community Service (Charitable organizations, church, public service, political organizations, public schools, service groups, youth organizations, other):

Supporting statements:

ADDITIONAL COMMENTS, if any, which might be of assistance in the evaluation of your effectiveness as a member of the faculty:

80 Signature

APPENDIX B

Name _____

Department _____

Rater _____

Please return to U-101 by _____

How to use these rating scales

Each of the three areas of evaluation (Teaching, Scholarly and/or Creative Work, and University and Community Service) has been provided with an extensive set of analytical scales designed to develop and organize as comprehensive an evaluation as possible. It is therefore unlikely that every item will apply to every faculty member or that any one rater will feel qualified to complete every analytical scale provided. Use only those scales applicable to the person being evaluated and appropriate to convey your knowledge of that person. Simply check "No Basis or Not Applicable" for the others. Be sure, however, to mark the "over-all rating scale" provided for each area.

For each of those scales you use, circle the number which most nearly approximates your evaluation of this faculty member.

NOTE: 5 should represent the faculty norm on all scales used unless otherwise indicated.

I. ASSESSMENT OF TEACHING

#2-11

Assuming 5 to be the faculty norm, please substantiate ratings above or below this norm by indicating with + or - those characteristics which drew your rating in one direction or the other.

Mastery of subject matter

No Basis for Evaluation or Non Applicable _____

1 2 3 4 5 6 7 8 9 10

poor unsatisfactory satisfactory meritorious excellent

clarity of oral communication( ); organization of material( ); preparation for classes( ); ability to respond to subject-related questions( ); up-to-dateness in field( ); other _____( ).

Structuring of courses

1 2 3 4 5 6 7 8 9 10 _____

poor unsatisfactory satisfactory meritorious excellent

amount of material covered( ); over-all planning( ); interest in innovation( ); contribution of each class to plan( ); logic of progression( ); relevance of assignments( ); adequacy of testing( ); other _____( ).

Classroom dynamics

1 2 3 4 5 6 7 8 9 10 _____

poor unsatisfactory satisfactory meritorious excellent

lectures( ); discussions( ); significant student involvement( ); success of innovation( ); instructor's enthusiasm( ); esprit de corps( ); opportunity to raise questions( ); other _____( ).

Achievement of students

1 2 3 4 5 6 7 8 9 10 _____

poor unsatisfactory satisfactory meritorious excellent

mastery of subject matter of course( ); students' own sense of achievement( ); performance in subsequent courses( ); test performance( ); awards made to students( ); performance in grad school( ); other _____( ).

Student conferences

1 2 3 4 5 6 7 8 9 10 _____

poor unsatisfactory satisfactory meritorious excellent

encouragement for students to initiate conferences( ); policy of required conferences( ); academic value of conferences( ); personal value of conferences ( ); relevance of conferences to teaching and learning( ); ability to pin-point difficulties( ); ability to suggest ways of solving problems( ); sensitivity to need for referral elsewhere( ); ability to stimulate academic motivation( ); other _____( ).

for 42-78

1	2	3	4	5	6	7	8	9	10	Evaluation or Non Applicable
poor	unsatisfactory			satisfactory			meritorious		excellent	

stimulation of honors in course( ); generation of independent study projects( ); istance provided in support of honors work( ); value of honors projects ( ); quality of independent study supervision( ); stimulation of interest in learning beyond what is required( ); other _____( ).

Discussion sessions

1	2	3	4	5	6	7	8	9	10	
poor	unsatisfactory			satisfactory			meritorious		excellent	

help sessions( ); enrichment sessions( ); academic value of sessions( ); personal value of sessions( ); other _____( ).

Academic advising (major)

1	2	3	4	5	6	7	8	9	10	
poor	unsatisfactory			satisfactory			meritorious		excellent	

enthusiasm for field( ); knowledge of field( ); ability to stimulate creative career planning ( ); sensitivity to opportunities available at OWU for enrichment( ); assistance in taking advantage of opportunities ( ); assistance in post-graduate planning( ); knowledge of graduate opportunities( ); knowledge of career opportunities( ); letters of recommendation( ); other _____( ).

Academic advising (underclass)

1	2	3	4	5	6	7	8	9	10	
poor	unsatisfactory			satisfactory			meritorious		excellent	

knowledge of OWU's requirements( ); knowledge of OWU's offerings and resources( ); attentiveness to student's needs( ); attentiveness to 4-year planning( ); ability to stimulate motivation( ); soundness of advice( ); sensitivity to important questions to be considered in making decisions( ); willingness to provide enough time for planning sessions( ); other _____( ).

Availability to students

1	2	3	4	5	6	7	8	9	10	
poor	unsatisfactory			satisfactory			meritorious		excellent	

established office hours( ); adequacy of office hours( ); availability of scheduled conferences( ); willingness to devote time to students( ); approachability( ); willingness to participate in student initiated activity( ); willingness to listen( ); other _____( ).

Rapport with students

1 2 3 4 5 6 7 8 9 10 — No Basis for Evaluation or Non Applicable _____

poor unsatisfactory satisfactory meritorious excellent

ability to listen( ); willingness to listen to ideas different from own( ); ability to relate to students with limited capacity or background( ); ability to relate to gifted or advanced students( ); ability to relate to all students( ); sympathy or empathy with student problems( ); ability to remain unthreatened in confrontation situation ( ); ability to create relaxed atmosphere( ); other _____( ).

Objectivity and fairness

1 2 3 4 5 6 7 8 9 10 _____

poor unsatisfactory satisfactory meritorious excellent

ability to divorce personal likes and dislikes from judgments( ); equality of treatment for different students( ); respect for opinions different from own( ); ability to entertain ideas different from own( ); restraint in showing favoritism( ); other _____( ).

Ethics in teaching

1 2 3 4 5 6 7 8 9 10 _____

poor unsatisfactory satisfactory meritorious excellent

grity in academic evaluation of students( ); encouragement of academic honesty in student work( ); willingness to confront ethical issues clearly pertinent to course material( ); restraint in introducing ethical and value judgments clearly inappropriate to course material( ); other _____( ).

ABOVE EVALUATIONS BASED ON: PERSONAL OBSERVATION( ); TEAM TEACHING( ); STUDENT COMMENT( ); FACULTY COMMENT( ); OTHER _____( ).

SUPPORTING STATEMENTS.

CONSIDERING YOUR RATINGS AND COMMENTS ON THE ABOVE ANALYTICAL SCALES, CIRCLE THE NUMBER WHICH YOU THINK MOST ACCURATELY RATES OVER-ALL TEACHING EFFECTIVENESS.

2 3 4 5 6 7 8 9 10

poor unsatisfactory satisfactory meritorious excellent
(faculty norm)

II. ASSESSMENT OF SCHOLARLY AND/OR CREATIVE WORK

In this section, simply check the items used in forming your judgment. Please be as specific as possible in making the supporting statements and where possible evaluate quality as well as quantity of productivity.

Advancement toward graduate degree

steadiness of progress( ); reports of quality of graduate work( ); reflections of progress in professional competence( ); imminence of degree( ); other( )

supporting statement:

Artistic or scholarly activity

work in progress( ); publication( ); presentation of papers( ); shows( ); appearance on programs( ); recitals( ); level of activity*( ); other( )

supporting statement:

Professional involvement

membership( ); attendance( ); leadership( ); level of involvement( ); other ( )

supporting statement:

Recognition and awards

demand as consultant or resource person( ); prizes( ); fellowships( ); invitations to participate in professional symposia( ); honors( ); level of recognition*( ); other( )

supporting statement:

* local, regional, national, international

CONSIDERING YOUR CHECKS AND COMMENTS ON THE ABOVE ITEMS, CIRCLE THE NUMBER WHICH YOU THINK MOST ACCURATELY RATES OVER-ALL SCHOLARLY OR CREATIVE WORK.

1	2	3	4	5	6	7	8	9	10
poor	unsatisfactory			satisfactory (faculty norm)			meritorious		excellent

III. ASSESSMENT OF UNIVERSITY AND COMMUNITY SERVICE #12-15

In this section, simply check the items used in forming your judgment. Please be as specific as possible in making the supporting statements.

University service

department chairman( ); acting department chairman( ); University committee work( ); departmental committees or assignments( ); faculty organizations( ) special programs ( ); student organizations( ); other( ).

supporting statements:

Community service

charitable organizations( ); church( ); public service( ); political organizations( ); public schools( ); service groups( ); youth organizations( ); other ( ).

supporting statements:

CONSIDERING YOUR CHECKS AND COMMENTS ON THE ABOVE ITEMS, CIRCLE THE NUMBER WHICH YOU THINK MOST ACCURATELY RATES OVER-ALL UNIVERSITY AND COMMUNITY SERVICE.

1	2	3	4	5	6	7	8	9	10
poor	unsatisfactory			satisfactory (faculty norm)			meritorious		excellent

MERIT INCREMENT

The person you have evaluated may this year be on the eligibility list for merit recognition. During recent years approximately fifty per cent of the eligible faculty received a merit increment. Please assume that the same percentage applies, and state your recommendation below.

additional comments:

[NOTE: This scale does not assume a faculty norm]

1	2	3	4	5	6	7	8	9	10
strongly oppose		oppose		undecided		recommend			strongly recommend

Signature _____

Date _____

APPENDIX C

DEPARTMENT CHAIRMAN'S EVALUATION

Indicate Appropriate Items:

[NOTE: These scales do not assume a faculty norm]

A. Tenure

1	2	3	4	5	6	7	8	9	10
strongly oppose		oppose		undecided		recommend			strongly recommend

B. Promotion

1	2	3	4	5	6	7	8	9	10
strongly oppose		oppose		undecided		recommend			strongly recommend

C. Merit

1	2	3	4	5	6	7	8	9	10
strongly oppose		oppose		undecided		recommend			strongly recommend

D. Retention for Next Year
(applies to those who do not have tenure)

1	2	3	4	5	6	7	8	9	10
strongly oppose		oppose		undecided		recommend			strongly recommend

Purpose of Rating _____ Signature _____

Date _____

ohio wesleyan university

PACKET #3

A TEACHING AND LEARNING CENTER FOR A SMALL COLLEGE

Probably like most smaller colleges, Ohio Wesleyan University has not had a place on campus that was identified with the teaching and learning process per se. Everyone's business is no one's, paradoxical as this is in light of our teaching mission. Recently, however, a Teaching and Learning Center has been established. It is serving some important functions presently and, under the aegis of the Teaching and Learning Committee, will be expanding its functions in the future.

Although a teaching and learning center is by no means the sine qua non of instructional development (Ohio Wesleyan had a Teaching and Learning Committee and a number of important grants centering around faculty development well before the creation of our Center), such a center is clearly a help. But an effective center can be provided with appropriate faculty energy and administrative support so that these forces can be harnessed to greater effect.

Of course, the particular time in history is important, and at present administrative support for faculty development in teaching is probably at a peak. Such concern at Ohio Wesleyan has been heightened by the fact that we have been the recipient of the FIPSE grant out of which this project emanates and have been part of a major consortial effort in faculty development with the Director of that effort a member of the Ohio Wesleyan faculty (now Dean for Educational Services). Certainly the presence of the above projects pointed out dramatically the need for a place, and with some internal moving of data processing services to fit a new computer, a room, centrally located on the academic campus, was made available in August, 1976 and turned into a Teaching and Learning Center in January of 1977. Creation of the Center required little in the way of funds--the room was decent and furniture was scrounged from a number of sources--and it certainly helped to have "soft" money to provide for staffing for the first few months of the Center's operation. Thus, one might say that the creation of our Teaching and Learning Center was in large part serendipitous, but the uses to which it has been put and will be put in the future are not so serendipitous and are planned to make the Center a vital part of our campus.

Thus far, our Teaching and Learning Center has served six major functions: it has been the "command post" for our FIPSE project operations; likewise it has served as headquarters for much of the GLCA (Great Lakes Colleges Association) consortial faculty development project; especially it has been the center of the Women's Studies portion of the GLCA effort and is therefore frequented by an additional number of faculty and visitors; it has served as both a depository and outlet for books and other materials focusing on the teaching and learning enterprise; it has served as the place from which the mechanical operations of the CAFETERIA course appraisal system (see our packet on "Diagnosing Teaching for Faculty Development") have been carried out; and, finally, it has served as a meeting-room for the Teaching and Learning Committee. Clearly there have been various "fringe" benefits as well, particularly in the fact that the Center served increasingly as a place where faculty come, perhaps to look at books, but also to talk teaching and learning issues over.

As for the future, it might appear that much of the function of our Teaching and Learning Center will be lost once the formal staff functions of both the FIPSE project

and the GLCA program are terminated. But under the aegis of the Teaching and Learning Committee the functions of the Center are intended to expand. The Center will continue to be the meeting-place for the Teaching and Learning Committee, serve as a library of teaching and learning materials, and be the place where the mechanics of course appraisal are handled. In addition, the newly created Women's Studies Program at Ohio Wesleyan petitioned the Teaching and Learning Committee for permission to use the Center as their home for next year. The Committee agreed that such a program has certainly been an important component of professional development and gladly allocated the space.

The Teaching and Learning Committee would also like to get the Center established as the place for faculty to come and have coffee in the mornings, a spot that is presently located off the beaten track in a meeting room in the student union. The Committee reasons that if faculty drop in for coffee, serendipitous side effects may also arise--they may pick up a book or see something worth discussing. Using a teaching and learning center as the place for morning coffee keeps teaching and learning concerns visible and may raise levels of consciousness concerning educational issues on this campus.

At least two other possibilities have arisen for use of the Teaching and Learning Center in the future, and more will be discussed in future meetings of the Teaching and Learning Committee. One possible use will be as a place to meet for small groups working on teaching improvement (see our packet on "Diagnosing Teaching for Faculty Development" for further discussion of these small groups). Similarly, the Teaching and Learning Center could serve as a meeting place for small support groups and discussion groups concerned with various teaching and learning issues.

Finally, the Center is being listed in the new edition of the University's Student Handbook, inviting students to make use of its resources. Students have served on the Teaching and Learning Committee since its inception a decade ago. But too frequently they have not been active participants in projects to improve the teaching and learning process.

In all of these areas, having a physical place is more than just a handy device for storing literature. The Center has the potential for becoming a nexus of traffic, interaction and concern for discussing, supporting and improving education on this campus. It provides a focus on activities that can too easily be invisible.

The attached issues of Teaching and Learning Notes illustrate how the Center has been publicized on Ohio Wesleyan's campus, and how it fits into instructional improvement activities.

#3-page 3

Teaching and Learning NOTES

Ohio Wesleyan University

January 10, 1977

1 OPEN HOUSE: THE TEACHING AND LEARNING CENTER, U-27

The Teaching and Learning Committee is happy to announce that a new "Teaching and Learning Center" has been established in University Hall, Room 27 (across the hall from the Campus Safety Office). The Center provides a place for faculty meeting, coffee, tea and cocoa for faculty and students who drop by and a wealth of resources on the teaching and learning process. In addition to the books and pamphlets (recent additions in the collection are listed later in this ussue), several periodicals are available for faculty reading. Included are The Chronicle of Higher Education, Change Magazine, and "Memo to the Faculty." Multiple copies of Change Magazine's "Reports on Teaching" are available also. The most recent issue, Report #3, features articles on improvement of teaching in Economics, Philosophy and Mathematics. Faculty in those disciplines should make a special point of dropping by and picking up their copy.

In order to familiarize faculty, students and staff with the Center and its resources, the Teaching and Learning Committee is sponsoring an Open House on Thursday, January 13, from 3 o'clock to 5 o'clock p.m. Coffee, tea and cookies will be served. The Center also houses the GLCA Faculty Development Program, and is staffed by Beth Reed, Administrative Assistant for the GLCA Program, and Janis Wright, Secretary to the GLCA Program and to Ohio Wesleyan's FIPSE Project. Paul Dahlquist and Steve Scholl help in the work of the Center. Please come and visit us on January 13, or anytime you are in University Hall. All the materials are available for browsing, and written materials may be borrowed.

2

RECENTLY PUBLISHED BOOKS FOR FACULTY

The following books and pamphlets have been acquired in the last few months and are on display in the Teaching and Learning Center. They are available on two-week loan to faculty members. Drop in and see them, U-27.

Change Panel on Academic Economics. Colleges and Money. New Rochelle, New York: Change Magazine and Educational Change, 1976.
-- A faculty guide to academic economics.

Cross, Patricia K. Accent on Learning. San Francisco: Jossey-Bass, Inc., Publishers, 1976.
-- Improving instruction and reshaping the curriculum.

Eble, Kenneth E. The Craft of Teaching. San Francisco: Jossey-Bass, Inc., Publishers, 1976.
-- A guide to mastering the professor's art.

Entwistle, Noel and Hounsell, Dai (Eds.) How Students Learn. (Readings in Higher Education, 1) University of Lancaster, United Kingdom: Institute for Research and Development in Post-Compulsory Education, 1975.
-- Recent research on how students learn, with direct implications for methods of teaching in colleges and universities.

Fund for the Improvement of Postsecondary Education. Resources for Change. Washington: U. S. Department of Health, Education and Welfare/ Education Division, 1976.
-- A guide to projects, 1976-77.

Messick, Samuel and Associates. Individuality in Learning. San Francisco: Jossey-Bass, Inc., Publishers, 1976.
-- Implications of cognitive styles and creativity for human development.

Milton, Ohmer and Edgerly, John W. Testing and Grading of Students. New Rochelle, New York: Change Magazine and Educational Change, 1976.
-- This was the booklet used for last year's testing and grading workshop.

Nuffield Foundation, Group for Research and Innovation in Higher Education. The Container Revolution. London: 1976.
-- A study of unit and modular schemes.

Vermilye, Dyckman W. (Ed.) Individualizing the System. San Francisco: Jossey-Bass, Inc., Publishers, 1976.
-- Selected papers on the concern for individuality, quality and equality in postsecondary education.

Zambrano, Ana L. and Entine, Alan D. A Guide to Career Alternatives for Academics. New Rochelle, New York: Change Magazine Press, 1976.
-- A very practical guide to academics seeking a change in job or considering moving outside academe.

3 CRITERIA III (PUBLICATION ATTACHED)

The October 25 issue of Teaching and Learning Notes included a brief monograph entitled CRITERIA, one of a series of publications issued by the Associates of NATIONAL PROJECT III (FIPSE) Elevating the Importance of Teaching. That issue dealt with student evaluation of teaching. The second issue that we are circulating, CRITERIA III, deals with institutional support for teachers. It seems particularly apropos to distribute this article now with the opening of the new Teaching and Learning Center in University Hall. Offering such a center for faculty meeting and the housing of resources on Teaching and Learning is one of the means described in CRITERIA for providing support to teachers. Our Center reflects the peculiar nature of Ohio Wesleyan's needs, yet it is not unlike similar centers at other institutions.

Anyone who has suggestions for the Teaching and Learning Committee that might be sparked by reading this article, are urged to let us know. Next year the various "soft money" grants on which we have been operating for the past few years will evaporate. The Teaching and Learning Committee is requesting regular budgetary support from the University to continue many of its programs, but some activity will necessarily be curtailed until we can obtain new grants from outside sources. It is helpful to the Committee to know which programs have been most helpful to faculty members and which, therefore, should receive priority in the next academic year.

4 FIPSE FACULTY INTERVIEW PROJECTS

You may recall that, as part of Ohio Wesleyan's Fund for the Improvement of Postsecondary Education (FIPSE) project, we have undertaken interviewing Ohio Wesleyan faculty members as one step in research into how we perceive our profession, this institution, our educational goals and the evaluation and reward system at Ohio Wesleyan. We need to complete our interviewing during this winter term in order to make the reports available to the OWU Task Force on the Liberal Arts. As a result, we will soon be asking many of you to be interviewed and to carry out some interviews yourselves. Therefore I have two requests of you at this time. First, please cooperate as fully as you can when asked to be interviewed and/or to carry out interviews. Second, for those of you who have already completed your interviews, please turn in the summaries of these as soon as possible.

A final word, those faculty members who have been interviewed and done interviewing already have found this to be an interesting and rewarding process. I am sure that it will prove to be interesting and rewarding for you as well.

If you have any questions, please contact Paul Dahlquist at extension 800.

5 UPDATE ON THE FALL 1976 CAFETERIA COURSE APPRAISALS

Unfortunately the news regarding course evaluations is not positive. Due to the changeover in computers, with its impact primarily in late November and December, the computations for each course have not yet been completed. We are working on it as hard as we can and hope to have them out for you very shortly. Meanwhile, if you wish to pick up the narrative comments for your classes, see Janis Wright in University 27 and she will give them to you, or call her at extension 262 and they will be mailed to you.

6 HITHER AND THITHER

Janet Ragatz attended the following meetings: Milwaukee - Area Center Directors, October 28-29; Boston - African Studies Association, November 4-6; Hope College - GLCA International Education Meeting, July 11-13 - moderated a panel on Foreign Exchanges on November 12; Pilar Concejo, Chairperson, Cross Cultural Committer and Hugh Harter also attended. Denison University - GLCA Academic Council Meeting (Hugh Harter also attended) November 19-20.

Pilar Concejo attended the Modern Language Association Convention held in New York, December 26-29. She took part in the panel discussion in the Hispanic Essai session. The abstract of Pilar's dissertation on "Antonio de Guevara, ensayista" has been published in the October, 1976 issue of Los ensayistas. Pilar Concejo and Sandra Harper attended the Fall Meeting of the Buckeye Chapter of The American Association of Teachers of Spanish & Portuguese at Ohio Dominican College on October 30.

Peg Boecklin, former Director of Career Planning and Placement has had a recent article published by two magazines. The article is titled "Updated Techniques to Help You Find a Job." It appears in the Fall 1976 issue of Collegiate Womens Career Magazine and the Fall 1976 issue of Equal Opportunity Magazine. The article emphisizes the proper use of the resume' and the interview.

Butler A. Jones, a member of our Sociology Department from 1953-69, has been named to work with Cleveland, Ohio's, Study Group on Racial Isolation to help smooth the course of coming school integration ordered by the federal courts for Cleveland's schools. B.A. told a Plain Dealer reporter (November 14) that he saw his role as essentially scholarly, studying how the people of a community perceived what happened and changes that occurred in school desegregation cases. "I'm concerned with an analysis of the kinds of problems which flow from desegregation." The Study Group on Racial Isolation is made up of about twenty community and business leaders in Cleveland who study desegregation there and elsewhere "to determine how Cleveland can be peacefully desegregated." B.A. will present his findings to the group at a seminar in January, 1977.

Robert Kragalott has contributed an article entitled "Ohio's Ethnic Heritage: The Yugoslavs" for the 1977 Ohio Year Book, published by the Ohioana Library Association.

Lyman Leathers, English and Humanities/Classics, delivered a paper entitled "Walt Whitman Among the Musicians" to the Comparative Literature section of the Midwest Modern Language Association in St. Louis on November 6, 1976

Corinne Lyman participated in the Citizens Exchange Corps Legal Studies Seminar in the U.S.S.R., visiting Moscow, Leningrad, and Novgorod. November 29 through December 4, she took part in the Scholar-Diplomat Seminar for East Asian Affairs at the Department of State in Washington, D. C.

Robert Gordon, Romance Languages, spent December 7 at Muskingum College where he spoke to several classes before giving a lecture on "The Spanish Novel Since 1939."

Ronald Rollins participated in a three-day seminar at Hillsdale, College, Hillsdale, Michigan on November 16, 17 and 18. The topic: "Images and Imagination: A Quest for Identity." He read papers on O'Casey, Joyce, Pinter and John Fowles, and taught several classes. The program was directed by an OWU graduate, Barbara Smith, Class of 1972, a former student.

Bernard Murchland attended the 34th Annual Meeting of the American Society for Aesthetics in Toronto (October 27-29) and read a paper entitled "Aristotle, Metaphor, and the Task of Philosophy."

Uwe Woltemade has an article, "Gimme Shelter: The Provision of Housing," in the July, 1976 issue of Public Management, which examines policies and strategies in European housing.

Homer Blanchard's article "The Organ in the United States. A study in Design" was published in The Bicentennial Tracker, 30-62 - Wilmington, Ohio, The Organ Historical Society, 1976.

James Johnson had a sculpture selected for the Dollar Savings Association Junior Award in the Columbus Art League's Sculpture, Graphics, and Crafts Exhibition at the Battelle Memorial Institute.

7 GRANTS AWARDED

Since the last Teaching and Learning Notes was issued, the following grants were awarded to Ohio Wesleyan people. Faculty are urged to continue to submit applications for Pedagogic Conference Travel Grants and Instructional Incentive Grants through Steve Scholl's office. Guidelines for both grant programs were published in the October 25 issue of Teaching and Learning Notes.

Jim Freed was awarded $68.60 in partial support for his attendance at two "Workshops on College Science Teaching and the Development of Reasoning," offered as part of the National Science Foundation Chatauqua-Type short courses for college teachers. Jim is examining the application of some of Piaget's ideas to the development of reasoning in college students, and exploring ways in which these theories might be applied to his teaching in zoology.

Betty Heald was awarded $200 in partial support for her travel to a conference on Teaching Introductory Art History at the University of Minnesota in December. Betty will be sharing what she learned with other colleagues in the Fine Arts Department who teach Art History. The conference included presentations by H. W. Janson, author of The History of Art, the text used at Ohio Wesleyan.

MINI MEDIA PRODUCTION WORKSHOPS

Audio-Visual Center — Winter Term 1977

Announcing three sessions to assist interested teaching faculty in planning and production of Overhead Transparencies, Slide Presentations and Video Taping.

Enrollment will be limited to not more than six participants in each initial session. If additional interest is indicated, additional sessions will be scheduled.

No. 1	OVERHEAD TRANSPARENCIES	Session	9:00 a.m.-12 Noon Saturday, Jan. 15
No. 2	SLIDE PRESENTATIONS	Session	9:00 a.m.-12 Noon Saturday, Jan. 29
No. 3	VIDEO TAPING	Session	9:00 a.m.-12 Noon Saturday, Feb. 19

It is hoped that each participant has a realistic need or desire to develop usable classroom material utilizing one or more of the above techniques. It is hoped that each participant will be able to arrive at the start of the session with basic ideas and some raw materials for conversion to the above forms of media presentation.

Each session will follow this order: (a) opening with a general introduction and overview of the specified form of presentation; (b) followed by viewing and discussion of sample materials developed by commercial or other faculty sources; (c) brief discussion and demonstrations of techniques in production; (d) and ending with actual production by the participants of sample materials centered around each individual's needs.

Prospective participants may sign up for any one, two, or three of the offered workshop sessions. Acceptance will be on a first come basis, up to six persons for each area, with any additional placed on a waiting list for future scheduling. Each enrollee will be advised upon receipt of their application and contacted by George Cryder, Director of A-V Services, with suggestions for any pre-session planning that might be appropriate for each individual's specific interest or anticipated project.

NAME_____ Date_____

Department_____ Office Phone_____

Interest: ( ) Overhead Transparencies ( ) Slide Presentation Production
( ) Video Taping and Production

Remarks: (Specific interests or concerns, including comments regarding your goals)

_____

_____

_____

Please return completed enrollment form by January 12, 1977

TO: Audio-Visual Center
Beeghly Library

Teaching and Learning NOTES

Ohio Wesleyan University

February 24, 1977

1 FACULTY SEMINAR MARCH 2

Colin Turnbull will give a faculty seminar entitled "Ethical Issues in Teaching and Research" on March 2nd at 4:00 p.m. in the Faculty Lounge at the MUB. It is jointly sponsored by the Teaching and Learning Committee and the Department of Sociology/Anthropology. Refreshments will be served.

Other information about Turnbull can perhaps best be supplied by Turnbull. The following is wonderfully descriptive and typical:

> "Vita...heavens, I have no such thing with me. Why not just make it up? Here are some vital statistics however, to help you intersperse fiction with fact.
>
> "Undergraduate and graduate studies and degrees from Oxford... the usual BA, MA, Dip. Soc. Anth., B. Litt, D. Phil...the first in philosophy politics and economics (PPE) and the last three from the Institute of Social Anthropology, under Evans-Pritchard.
>
> "Field work: Philosophy at Banaras Hindu University, India, 1949-51 under a research fellowship. Anthropology Mbuti pygmies: 1951, 1954-5, 1957-59, and village/hunter relationship in same area (Ituri) 1970-2. Ik 1964-6 and 1967. Shorter surveys in Egypt, Morocco, and West Africa and East Africa.
>
> "Ten years at the American Museum of Natural History as Assistant then Associate Curator of African Ethnology; while adjunct Prof. at Hunter, NYU and Vassar. On leaving Museum in 1969, I went to Hofstra as Prof. of Anth., then to Virginia Commonwealth University (in 1973); now Visiting Prof. here for

one semester. Future plans uncertain, but hope to pursue at an academic teaching and research level the conjunction of Anthro and Drama we experimented with in Peter Brook's production of THE IK which recently toured seven U. S. universities as part of the French Government's bicentennial gift. I HOPE for George Washington U.!

"Books: the ones most worth mention maybe include The Forest People, The Lonely African, Wayward Servants, Tibet (with Thubten Norbu), The Mountain People, Africa and Change, and Man in Africa...choose whichever, if any, suit your purposes. I know they are necessary purposes, but the less said the more I like it!"

Charlotte Wolf

2 NO STUDENT APPRAISALS FOR WINTER TERM

One of the many casualties of the change to our new computer is the CAFETERIA System. We are told that Data Processing hopes to have the analysis of fall term CAFETERIA evaluations soon.

It seems to make little sense to invite a winter term administration of student evaluations before we are sure that the fall term materials have been processed. Therefore, there will be no computer-based student evaluations available this term. Any faculty member who wishes to get information on alternate modes of diagnosing his or her teaching for this term should see Paul Dahlquist or Steve Scholl.

3 SUMMER WORKSHOP APPLICATIONS DUE

The January 20th issue of the GLCA Faculty Newsletter announced a one-week workshop, June 19-26, 1977, at Kenyon College on course development. The Teaching and Learning Committee will be able to support attendance of up to four Ohio Wesleyan faculty.

Any faculty member who would like to spend a week concentrating on the organization, evaluation and presentational skills involved in a course to be taught during 1977-78 is encouraged to consider this opportunity. The workshop may be especially useful to people planning a new course or extensively revising an old one. Applications are due in the Provost's office by March 4. For further information contact Steve Scholl.

4 INSTRUCTIONAL INCENTIVE GRANT REPORT

Over the past two years, with the help of a $200 grant from the Teaching and Learning Committee, I have developed an audio-visual component for my History of Economic Thought course and will use it for the first time this spring term. I want to provide students with the societal background to economics and hope, of course, for a better understanding of the evolution of economic theories and institutions.

There are nine categories of material, such as "Middle Ages and the Transition to Mercantilism," "Adam Smith and His Period," "European Neo-Classical Economics and Society," and "The North Atlantic World Since the Great Depression." Two students, Steve Kestner last year (he is now studying law at Ohio State) and David Saxton this term, have been of help. David has worked on narration material for the cassettes.

Most of the slides were taken from books. Some were taken in Europe "on the scene," for example in Amsterdam. In early March, David and I will go to New Harmony, Indiana, which in the nineteenth century--for a brief time--was a utopian community under Robert Owen. In the years ahead I hope to be able to visit other pertinent places.

The material will be integrated with the lectures and the readings so that we move away from the "today is A-V fun day" notion. I still need to do considerable work on the pedagogical aspects of this undertaking and want to consult some faculty members on campus. I might report on my experiences in the course later.

Uwe Woltemade
Economics Department

NOTE:

The Teaching and Learning Committee still has some funds available for the current academic year in the Instructional Incentive Grant program. Guidelines were published in the October 25 issue of Teaching and Learning Notes. Applications for these grants or pedagogic conference travel support should be sent through Steve Scholl's office.

5 GRANTS AWARDED

Al Ichida was awarded $100 by the Teaching and Learning Committee in partial support of his travel to a six-day training session on scanning electron microscopy (SEM). The Chicago sessions are aimed at providing biologists with the special skills for SEM. Al will use these skills in training students to use the new SEM equipment acquired by the USDA laboratories in December. Ohio Wesleyan is purchasing accessory attachments for the basic SEM instrument.

Alice Dow, on behalf of the Writing Center, was granted $169.50 to purchase a self-instructional audio-visual program on writing research papers. The program, produced by the Center for the Humanities, is designed to help students with the fundamentals of researching and writing term papers. Alice says that about half of the Writing Center's work is with students needing help with research papers.

The following note appeared in the January 31, 1977, issue of Higher Education and National Affairs. Ohio Wesleyan participates in the annual survey of freshmen. A copy of the OWU aggregate responses and The American Freshman: National Norms for Fall 1976 is available in the Teaching and Learning Center, U 27, for perusal. Dick Southwick is preparing a summary of OWU responses for Teaching and Learning Notes.

Secondary School Grade Inflation Said Continuing

Freshmen are entering college with higher grades than ever before, indicating that grade inflation is continuing in secondary schools, according to the eleventh annual survey of entering freshmen conducted by the University of California, Los Angeles, and the American Council on Education. The fall 1976 survey was based on questionnaires completed by 328,318 new freshmen entering a sample of 592 two- and four-year colleges and universities. Of these, 215,890 questionnaires from 393 institutions were used to compute national norms which were statistically adjusted to represent the nation's total of approximately 1.78 million first-time freshmen.

Of the 1976 freshmen, nearly one in five (19.7 percent) earned an A average in high school, which is an increase of 1.4 percent over 1975, and 6.2 percent over 1969. The number of freshmen with C averages declined from 32.5 percent to only 19.8 percent during the same period. The survey found that, whereas C students outnumbered A students by more than 2 to 1 in the late 1960s, the two groups are of equal size among today's freshmen.

"When you consider these grade increases in the light of declining college admissions test scores, it is hard to escape the conclusion that grading standards in the secondary schools have been declining steadily since the late 1960s," said UCLA Professor Alexander W. Astin, director of the survey. His conclusion was supported by the students themselves. More than half of them (57.7 percent) agreed with the statement that "grading in the high schools has become too easy."

"Grade inflation at the college level, which has been well documented in other surveys, is also reflected here in the academic expectations of the freshmen, which are at a new high," Astin said. When asked about their chances of getting at least a B average in college, two students in five (40.6 percent, up from 38.6 percent in 1975 and 23.6 percent in 1971) said their chances are "very good." Eleven percent of the freshmen (compared to 10.3 percent in 1975 and only 3.7 percent in 1968) expect to graduate with honors.

Political self-identification by the students showed some movement to the right in the new survey, with the number of liberals declining from 28.8 percent to 25.6 percent, and the number of conservatives increasing from 14.5 percent to 15.2 percent. "This is the first time in the history of the survey that liberals have not maintained at least a 2-to-1 edge over conservatives," Astin said.

The survey shows that women have an increasing interest in traditionally "male" occupations. The proportion of women planning careers in law, medicine, business or engineering was 19.4 percent, compared to 16.9 percent in 1975 and only 5.9 percent in 1966. These changes were also reflected in aspirations for advanced degrees. The proportion of 1976 freshman women seeking doctorates and advanced professional degrees increased from 16.6 percent to 17.2 percent between 1975 and 1976, while the proportion of men declined from 26.3 percent to 24.8 percent. Two of every five students seeking advanced degrees now are women, compared with one in five in 1966.

Students' preferences for the more applied fields continued to grow, with probable careers in business showing the largest increase from 13.8 percent to 16.4 percent between 1975 and 1976. Interest in teaching, which declined to an all-time low of 6.5 percent in 1975, increased to eight percent in the new survey. For the first time in the history of the survey, a majority of freshmen (53.1 percent) indicated that "being well-off financially" is a very important goal in life. The greatest belief in this goal (68 percent) came from students at predominantly black colleges, while the least support (41.5 percent) came from those at Protestant colleges.

Enrollments of minority students showed only minor changes between 1975 and 1976. The proportion of black freshmen declined slightly from nine percent in 1975, the peak year, to 8.4 percent in 1976, but enrollments of Asian-American freshmen increased from 1.5 percent to two percent.

7 RECENTLY PUBLISHED BOOKS FOR FACULTY

The following books have been acquired in the last few weeks and are on display in the Teaching and Learning Center. They are available on two-week loan to faculty members. Drop in and see them, U-27.

Adams, Hazard. The Academic Tribes. New York: Liveright Publishers, 1976.
-- Hazard Adams, English professor and onetime university administrator, explores academic polities with wit, amusement and occasional despair.

National Center for Public Service Internship Programs. A Directory of Public Service Internships: Opportunities for the Graduate, Post Graduate and Mid Career Professional. Washington, D.C.: 1976.

Shaughnessy, Mina P. Errors & Expectations. New York: Oxford University Press, 1977.
-- A practical handbook for the teacher of basic writing.

Simons, Helen and Parlett, Malcolm with Andrew Jaspan. Up To Expectations. London: The Nuffield Foundation, 1976.
-- A study of the students' first few weeks of higher education.

Simons, Helen and Parlett, Malcolm with Roger Simmonds and Eric Hewton. Learning from Learners. London: The Nuffield Foundation, 1976.
-- A study of the student's experience of academic life.

HITHER AND THITHER

Department chairs are invited to submit notes for Hither and Thither at anytime to Virginia Stiles, Academic Affairs.

Ruth Bauerle published "A Grace Note on 'The Song Simon Sang,'" in the James Joyce Quarterly, Fall issue, 1976.

Homer Blanchard has had the first installment of his translation of Thekla Schneider: "Die Orgelbauerfamilie Compenius" published in Internationale Zeitschrift fur Orgelbau, Nr. 14, pp. 979-998.

Hugh Harter attended the Modern Language Association Convention held in New York, December 25-29. Hugh presented a paper entitled, "Paul Verlaine: Joyous Wanderings and Crimes of Love," a study developed from his introduction to a forthcoming volume of hitherto unpublished Verlaine poetry. Hugh has also been elected to membership in ASCAP for his lyrics to More About the Pear Tree.

Marty Kalb and James Johnson recently exhibited their paintings and sculpture at the Visual Arts Center of Albion College. Kalb exhibited 12 aluminum/canvas paintings and Johnson showed 4 large aluminum sculptures. The exhibit which was scheduled from December 19-January 4 was well received by the Albion Community.

Helmut Kremling has had an article dealing with a German film published in the Purdue University 1976 Film Annual. It is entitled "Fassbinder's Beware of a Holy Whore."

Bernard Murchland's article, "The Eclipse of the Liberal Arts," appeared in the November issue of Change Magazine.

Morgan Phillips and Mel Vulgamore attended the American Academy of Religion annual meetings in Chicago February 18-20.

Dick Smith served in December, 1976, as one of the three editorial assistants judging the best article for 1976 published by the Cincinnati Historical Bulletin. He has also been invited to attend the Second Newberry Conference on College Teaching of State and Local History. The Conference will be held January 19-22, 1978. It will be sponsored by the Newberry Library of Chicago and the NEH.

Teaching and Learning NOTES

Ohio Wesleyan University

April 29, 1977

1 FACULTY WORKSHOP: "MEASURING AND VALIDATING COMPETENCE" -- May 18

On May 18 Dr. Paul Pottinger will be on campus for several events open to Ohio Wesleyan faculty, staff and students. Dr. Pottinger is a project director with McBer and Company, Boston. McBer is an applied research organization composed largely of behavioral and management scientists from the Harvard-MIT community, and headed by Harvard psychologist David C. McClelland.

Pottinger currently heads the "Higher Education Consortium on Assessment" in a project to develop new concepts and techniques for measuring and validating competence in colleges. They are interested in measuring those things most vital to liberal education -- critical thinking, problem solving, better argumentation, social, emotional and interpersonal skills, and even moral development.

More details on the events will be published in the next Teaching and Learning Notes. For now, keep May 18, 4:10-5:30 p.m. open for a faculty seminar, and 7:00-8:30 p.m. for a public lecture. Dr. Pottinger will also be available for limited classroom discussion. Contact Steve Scholl if you are interested in the latter.

2 IN THE LOOKING GLASS (or, the silver screen and you)

Last chance this year for scheduling free use of videotaping of your classes. Paul is still available to arrange videotaping, provide help in analyzing the results, and put faculty in touch with others who want to diagnose their classroom skills and develop new approaches. If you are interested, call Paul (ext. 800) before May 20.

3 "CAFETERIA" -- THE SPRING BILL OF FARE

Faculty starving for "feedback" may have their cake soon, but, then again, the computer may eat it, too. Paul Dahlquist, maître d'hôtel, reports that the fall, 1976 (?!) data is all but processed. Faculty who used Cafeteria in November may be getting their just dessert (s) any day now.

Undaunted by the rather relaxed (some have said "cavalier") service customers have experienced with that autumn repast (Paul explains that their were some problems with exotic spices in the Cafeteria's recipes), the Teaching and Learning Committee is offering yet another bill of fare for spring term. Whet your appetites! The Cafeteria schedule will be announced in the next issue of these Notes. (Reservations suggested.)

4 PEDAGOGICAL BOOK CORNER

by Kay Schlichting
GLCA Teaching Fellow

In this issue we begin an annotated bibliography of recently acquired books in Beeghly Library. Those marked "TLC" are also available in the Teaching and Learning Center, University Hall 27. The call numbers are given for your convenience. These books on higher education have been purchased with funds from the GLCA Faculty Development Program.

Kay has also assembled a bibliography, "Higher Education: Past, Present, Future -- Theory and Practice," based on holdings in Beeghly. Copies are available in the Teaching and Learning Center and from Kay.

HV 9106
.W32
N353

Cohen, Harold L. and Filipczak, James. A New Learning Environment. San Francisco: Jossey-Bass, 1974.
"Discusses programmed learning and teaching machines, spurred enthusiastically in a foreword by R. Buckminster Fuller and B. F. Skinner."

LA 132
.S33
1973b

Scheffler, Israel. Reason and Teaching. New York: Bobbs-Merrill, 1973.
"On philosophy and education. States that 'critical thought is of the first importance in the conception and organization of educational activities.'"

LA 227.3
.C369

Carnegie Commission on Higher Education. Priorities for Action: Final Report. New York: McGraw-Hill, 1973.

LB 875
.L427
1976

Lean, Arthur E. And Merely Teach: Irreverent Essays on the Mythology of Education. 2nd ed. Carbondale: Southern Illinois University Press, 1976.
"A controversial and adversely critical view of the teaching profession. Offers constructive suggestions in the form of practical solutions."

LB 1025.2
.E24

TLC

Eble, Kenneth E. The Craft of Teaching. San Francisco: Jossey-Bass, 1976.
"A personal and humane approach to teaching.... Takes up various forms of classroom teaching, in addition to the menial tasks -- testing, grading, reading papers, handling situations. Points out practices and attitudes that stand in the way of developing better college and university teachers."

LB 1025.2
.S78

Stiles, Lindley J., ed. Theories for Teaching. New York: Dodd, Mead, 1974.
"A collection of essays by scholars in various disciplines emphasizing the theories that underlie their teaching."

LB 1028
.R43

Kerlinger, F. N., ed. Review of Research in Education. 3rd ed. Itaska, Illinois: F. E. Peacock, 1975.
Of particular interest is the analysis of recent research on the problem of teacher evaluation, by J. A. Kulik and W. J. McKeachie.

LB 1028.3
.C3

TLC

Carnegie Commission on Higher Education. The Fourth Revolution: Instructional Technology in Higher Education -- A Report and Recommendations. New York: McGraw-Hill, 1972.
"Reviews the types of instructional technology now being used widely. Suggests new directions, probes the impact on faculty and students, and questions the costs."

LB 1065
.E74
1974

TLC

Ericksen, Stanford Clark. Motivation for Learning. Ann Arbor: University of Michigan Press, 1974.
"Especially helpful guide for 'the apprentice teacher.' Stresses the student as individual and develops a theory of the learner. References."

LB 1778
.E74

TLC

Eble, Kenneth E. Career Development of the Effective College Teacher. Washington, D.C.: American Association of University Professors, Project to Improve College Teaching, 1971.
"Reviews programs that prepare graduate students for teaching, the orientation of beginning teachers, and mid-career development."

LB 2322
.L42

TLC

Vermilye, Dyckman W., ed. Learner-Centered Reform: Current Issues in Higher Education 1975. San Francisco: Jossey-Bass, 1975.
"Intensified efforts are being made to focus on the needs of the learner -- rather than on the institution -- and to make education available to everyone who wants it, from eighteen to eighty. This latest yearbook of the American Association for Higher Education reports the results of these efforts and describes the impact of recent learner-centered reforms."

5 There is still room for more faculty at this workshop. If you are interested in attending, contact Steve by May 6. Funds for the workshop will be provided by the Teaching and Learning Committee.

GLCA FACULTY DEVELOPMENT SUMMER WORKSHOP ON INSTRUCTIONAL DEVELOPMENT

June 19-25, 1977

Kenyon College Gambier, Ohio

THEME: The Summer Workshop for faculty will provide an opportunity to work on the design, content, methods or presentation and evaluation of courses. Faculty members attending should plan to work on a course that will be taught during the 1977-78 academic year. The workshop will be helpful to teachers with a wide range of classroom experience, and is not restricted to those designing new courses. We will accommodate team-taught courses and other instructional arrangements. The tentative schedule appears on the next page.

STAFF: Resource people for the workshop will include: Paul Eickman (music), who is on the staff of the Center for Instructional Development at Syracuse University; Oliver Loud, Emeritus Professor of Physical Sciences at Antioch College; David Hershiser (psychology), on the counseling staff at Oberlin College; Nancy Nowik (English), Denison University; Peter Frederick (history), Wabash College; Donn Neal (history), Vice President, Great Lakes Colleges Association; Beth Reed, GLCA Faculty Development Program; Steve Scholl (history), Dean of Educational Services, Ohio Wesleyan University, and Executive Director, GLCA Faculty Development Program.

THINGS TO BRING: Faculty attending the workshop should consider bringing the following things relevant to the course they will be working on: syllabus (at least an old one, but preferably a sketch for the next year); examinations and assignments; notes for lectures, discussions, labs which you may want to work on; class handouts; texts and other teaching aids; student, self and/or peer appraisals of this course or a similar one.

ACCOMMODATIONS: We will be living in two-bedroom "ski lodges" — apartment-style student housing on the Kenyon campus. Most meals will be taken in the college cafeteria. Recreational possibilities include swimming, tennis, indoor court sports, and golf at a nearby course.

FOR FURTHER INFORMATION: Contact your chief academic officer; or Donn Neal, GLCA Office, 220 Collingwood, Suite 240, Ann Arbor, Michigan 48103 or Stephen Scholl, Ohio Wesleyan University, Delaware, Ohio 43015. Applications will be accepted until April 30, 1977.

GLCA FACULTY DEVELOPMENT SUMMER WORKSHOP ON INSTRUCTIONAL DEVELOPMENT
June 19-25, 1977

Tentative Program

	Morning	Afternoon	Evening
Sunday, June 19		Arrival/Check In Begin with Reception (5:00) and dinner (6:00)	Orientation and introductions Eickman: "An Overview of Approaches to Course Development"
Monday, June 20	Eickman: "Designing a Course — "Objectives" Work groups — discuss individual course plans (what each of us is working on this week)	Meet with resource people to discuss individual course plans 4:00 Recreation	Panel: "Who are the students in this course and how do the course objectives fit them?"
Tuesday, June 21	Work groups — discussion of and practice on the first day of the course	Individual work time 4:00 Recreation	Hershiser, et al: "Improving Presentational Skills"
Wednesday, June 22	Work groups — practice at improving classroom presentations	Individual work time Picnic	Staff: "Taking Stock at Mid-course" Nowik/Loud/Frederick: "Involving Students More in the Classroom"
Thursday, June 23	Work groups — practice at involving students	Individual work time 4:00 Recreation	"Evaluating Student Learning: Presentations on Testing & Grading"
Friday, June 24	Work groups — to be planned by group (e.g.: testing and grading; repeat a session; audio-visual aids; non-classroom learning; advising; directed research, etc.	Individual work time: complete syllabus/ course plans 4:00 Recreation 6:00 Reception	Scholl: "Appraising Our Teaching" (self-evaluation, peer evaluation, student ratings)
Saturday, June 25	Work groups — presentation of individual course plans 11:30 Closing general session	Conclude with lunch Departure	

HITHER AND THITHER

Wayne Carlisle attended a workshop on Careers and Liberal Education at Albion College, April 21-23. He would be happy to share information with anyone interested.

Pilar Concejo's article on "Humanism and Truthfulness in Quevedo and Feijoo," has been published in the Spring, 1977, issue of Nuevamerica.

Paul Dahlquist attended the Annual Meeting of the Association for Social Anthropology in Oceania during the last week of February in Monterey, California. In addition to his duties as Editor of the ASAO Newsletter, Paul also presented a paper in a symposium on "Urbanization in the Pacific," the paper being entitled: "From Daily Breadfruit to Daily Bread: Notes on Ponapean Urbanization."

Bob Flanagan has a chapbook of three short stories, "The Apprentice," "The Bear's Wife's Husband's Tale," and "Gaming," published under the title Three Times Three. The 44-page book is issued by Court Street Chapbook Series, 114 West Court Street, Ithaca, N.Y. It will be available in the OWU Bookstore in May. Also, Bob has a poem, "The Dream Children," accepted for publication in Kansas Quarterly (Kansas State University). In addition, "The Poet as Johnny Appleseed," an explanation of the Ohio Poets-in-the-Schools Program, is the lead article in the current issue of Apollo's Diary, the official publication of the Ohio Arts Council. Bob is also currently serving as fiction judge for the GLCA's New Writer Awards.

Hugh Harter and Conrad Kent attended the Fifth Annual Conference on Twentieth-Century Literature, Speed, Time and Change in Literature, at the University of Louisville on the 24th and 25th of February. Hugh spoke in the French section on "The French and World War II: Changing Optics." Conrad spoke in the Hispanic section on "Space, Time and Politics in Recent Spanish Poetry: 1955-1970."

Bernie Murchland attended a program on the future of liberal education at Toledo on April 15. Featured speaker was Lewis Mayhew of Stanford. Bernie has a set of notes on the session for those who are interested.

Beth Reed attended the fourth annual conference on "The Scholar and the Feminist" at Barnard College, April 23. She has a set of papers available.

Ron Rollins' article, "James Joyce's 'Eveline': Eden as Field and Fortress," will appear in the Spring issue of Modern British Literature.

Mel Vulgamore and Steve Scholl attended the North Central Association meetings in Chicago, April 12-13, for a workshop for schools to be reviewed for "reaffirmation of accreditation" in spring, 1979.

Teaching and Learning NOTES

Ohio Wesleyan University

May 9, 1977

1 CAFETERIA MATERIALS READY FOR SPRING APPRAISALS

Faculty who want to gather data from students to appraise their courses and teaching may obtain materials from the Teaching and Learning Center (ext. 262) from now until May 18th. To use the CAFETERIA system you must complete an "item selection form," or choose the standard short form Paul Dahlquist has developed, before Wednesday, May 18th.

CAFETERIA is an individualized instrument to obtain feedback from students that will be helpful in tracking progress, developing new approaches or refining teaching skills. It is not designed to evaluate faculty for the Personnel Committee. Those who wish to explore ways to use the system further should contact Paul (ext. 800).

Student questionnaires will be sent to faculty who have elected to use CAFETERIA this term on Friday, May 27. The questionnaires should be administered in class by a student during the last week of the term.

2 MAY 18TH: MEASURING COMPETENCY IN THE LIBERAL ARTS

A series of events are planned for Wednesday, May 18th to focus attention on new approaches to evaluating the impact of liberal education on our students. The resource person for these sessions will be Dr. Paul Pottinger of McBer and Co., Boston. Pottinger is a research psychologist whose current projects include direction of the Higher Education Consortium on Assessment.

The schedule includes the following public events:

12:00-2:00 Luncheon and discussion; MUB Ballroom
"New Measures of Educational Outcomes"
-- a technical discussion with faculty and administrators about tests and measures of student learning, competence and the impact of various curricula and institutional environments.

4:10-5:30 Seminar, MUB Chapel
"How Do We Evaluate What We are Doing at Ohio Wesleyan?" -- members of the Academic Policy Committee, Academic Concerns Committee, Teaching and Learning Committee, Liberal Arts Task Force and GLCA Teaching Fellows are invited to discuss means of evaluating the impact of our teaching and our curriculum on students. Seminar participants are invited to stay for dinner at 5:45 p.m.

7:00-8:30 Public address and discussion; MUB Ballroom
"What is Competency in the Liberal Arts and the Professions?" -- students, faculty and staff are encouraged to attend.

Pottinger's visit is jointly sponsored by the Teaching and Learning Committee, Liberal Arts Task Force and the GLCA Teaching Fellows.

Those who wish to attend the noon or late afternoon seminars and meals should make reservations by calling Virginia Stiles in Academic Affairs (ext. 710) no later than Friday, May 13. Faculty are urged to encourage students to attend the public address in the evening.

PEDAGOGICAL BOOK CORNER

By Kay Schlichting
GLCA Teaching Fellow

The following is a continuation of an annotated bibliography (begun in the last issue of T & L Notes) of recently acquired books in Beeghly Library. Those marked "TLC" are also available in the Teaching and Learning Center, University Hall 27. The call numbers are given for your convenience. These books on higher education have been purchased with funds from the GLCA Faculty Development Program.

Kay has also assembled a bibliography, "Higher Education: Past, Present, Future -- Theory and Practice," based on holdings in Beeghly. Copies are available in the Teaching and Learning Center and from Kay.

LB 2322
.N33
1971

TLC

Smith, G. Kerry, ed. New Teaching, New Learning: Current Issues in Higher Education 1971. San Francisco: Jossey-Bass, 1971.
"A volume of essays dealing with the teaching-learning process in higher education, focusing on ways to achieve new structures and patterns of interaction in the classroom. The section on the professor as employee is now dated, but the section on reinterpreting higher education is just now coming to the forefront of educational thinking."

LB 2331
.C454
1972

TLC

Runkel, Philip; Harrison, Roger; and Runkel, Margaret, eds. The Changing College Classroom. San Francisco: Jossey-Bass, 1972.
"A collection of articles describing actual changes in teaching strategies in a number of different disciplines and contexts.

LB 2331
.C76

TLC

Cross, Kathryn Patricia. Accent on Learning: Improving Instruction and Reshaping the Curriculum. San Francisco: Jossey-Bass, 1976.
"Shows how revolutionary methods of instruction and innovative programs for personal development can help all students to learn and grow, and how institutions can maintain high academic standards at the same time.... Presents a curricular model that demands high academic standards for all students."

LB 2331
.D38

TLC

Davis, James R. Teaching Strategies for the College Classroom. Boulder, Colorado: Westview Press, 1976.
Explores four theories with strategies to match -- systems approaches, lecturing, inquiry methods and group processes. A practical guide with good bibliography.

LB 2331
.E33

TLC

Eble, Kenneth E. Professors as Teachers. San Francisco: Jossey-Bass, 1972.
"Final report of the Project to Improve College Teaching sponsored from 1969-1971 by the American Association of University Professors and the Association of American Colleges. An assimilation of the findings of several commissions and conferences as well as of the author's observations of many college classrooms.

LB 2331
.G34

TLC

Gaff, Jerry G. Toward Faculty Renewal: Advances in Faculty, Instructional, and Organizational Development. San Francisco: Jossey-Bass, 1975.
"Describes current approaches to instructional improvement. Shows how present conditions ... lead to more emphasis on teaching and less on upgrading academic specialties.... Gives future prospects."

LB 2331
.M483

TLC

Milton, Ohmer and Shoben, Edward Joseph, Jr., eds. Learning and the Professors. Athens, Ohio: Ohio University Press, 1968.
"Instructional issues defined and 'resolved' by such notables as John W. Gardner, Paul L. Dressel, Ruth E. Eckert, and Laurence Siegal."

LB 2333
.M46

TLC

Miller, Richard I. Developing Programs for Faculty Evaluation: A Sourcebook for Higher Education. San Francisco: Jossey-Bass, 1974.
"A resource in the development and maintenance of faculty evaluation systems. Includes new ideas and strategies, an extensive annotated bibliography, and a section on evaluating administrative performance."

LB 2341
.A743

TLC

Ashby, Eric. Adapting Universities to a Technological Society. San Francisco: Jossey-Bass, 1974.
"Discusses the prime responsibilities of teachers in terms of the peculiar changes taking place in the university's structure as it responds to inexorable social changes. Stresses the need for ideas to 'percolate upward' as recommendations from individual scholars to be approved by administrators -- not the opposite process of 'directives to be obeyed.'"

LB 2341
.B54

Blau, Peter M. The Organization of Academic Work. New York: John Wiley & Sons, 1973.
"Academic administrative environments and procedures as contexts for academic work, including teaching, learning, and innovation in instruction.

LB 2341
.M32

TLC

Martorana, S. V. and Kuhns, Eileen. Managing Academic Change: Interactive Forces and Leadership in Higher Education. San Francisco: Jossey-Bass, 1975.
"Examines a national trend in higher education 'away from an emphasis on teaching and toward student learning.' Notes that the correlation between teaching input and learning output is 'far from perfect,' thus leading to a focus on output: behavioral criteria, competency-based goals, and performance criteria."

LB 2371
.M385

Mayhew, Lewis B. and Ford, Patrick J. Reform in Graduate and Professional Education. San Francisco: Jossey-Bass, 1974.
"Provides guidelines for change in strengthening graduate and professional school faculties, with some emphasis upon preparing college teachers."

LB 2838
.P33

Page, Colin Flood. Student Evaluation of Teaching: The American Experience. London: Society for Research into Higher Education, 1975.
"Presents the arguments for and against student evaluation of teaching, but emerges with strong recommendations for the use of student rating forms."

LB 3051
.M4653
1975

Mehrens, W. and Leyman, I. Standardized Tests in Education. 2nd ed. Chicago: Holt, Rinehart and Winston, 1975.
"Discusses the use and misuse of standardized tests for measuring academic achievement. In addition, a number of more commonly used standardized tests are listed and evaluated in terms of their theoretical base and practicality."

CRITERIA

FOR THE EVALUATION, SUPPORT, AND RECOGNITION OF COLLEGE TEACHERS

A SPECIAL PUBLICATION OF THE FUND ASSOCIATES IN NATIONAL PROJECT III, PREPARED AT THE CENTER FOR RESEARCH ON LEARNING AND TEACHING, THE UNIVERSITY OF MICHIGAN

Number V

April, 1977

Teachers and New Arrangements for Learning

Sears-Roebuck stands pat on some things but changes others; the same is true of General Motors, the Cincinnati Reds and the Supreme Court. How about Harvard? How do colleges and universities adapt programs of instruction to the changing times? In particular, do teachers receive appropriate recognition from their institutions for their leadership in these matters? The central aim of National Project III is to elevate the importance of teaching, and credit should be given to those teachers who spend their time, effort and talents to bring about constructive changes in what and how well students learn.

Whatever the source of the new ideas, teachers are the ones to implement new methods, new programs and other educational rearrangements. But first they ask the basic question: are we simply changing things or actually strengthening the means by which students acquire worthwhile information, relevant skills and enduring attitudes and values? Experienced teachers know that changing the process does not automatically improve the product and are wary, for example, of professional change agents. Faculties permanently engage issues of educational quality and academic standards and are self-critical advocates for constructive change—for themselves, their peers and the institution. Their analytical review is directed at a wide array of affairs and this **Criteria** report can only sample their contributions. We have selected three areas where teachers are in the center of things as institutions adapt to the changing times: curricular expansion, adapting instruction to a diverse student body, and making use of new resources for teaching.

Curricular Expansion

Curricular changes are the product of many pressures, but it can generally be assumed that, in their own classrooms, teachers are doing what needs to be done to keep course content up to date and on target. This priority attention to curricular substance shows the concern of teachers about the educational product: how will students change and what will they carry away from each course of study? In a period of educational evolution the Committee on the Curriculum is, indeed, one of the more active agencies through which the faculty guards academic standards. This emphasis on subject matter content by college teachers is an important dimension for evaluation within the reward structure of the institution. It is probably more significant than is the teacher's style of classroom presentation.

Two current developments in postsecondary education are forms of curricular expansion in which the faculty has an important role with respect to the quality of educational impact on students.

External Degree

One kind of curricular expansion is exemplified by the external degree program which stands in contrast to a residential college. The basic idea is to take the subject matter to the student; the Empire State College program in New York State is a good example. External degree programs require excellent administrative leadership; faculty members are also involved as course objectives are set, the sequence of topics is laid out in a form allowing students to pursue the subject alone and/or in small groups, and the mastery criteria (standards for testing and grading) are clearly marked out. It is neither easy nor comfortable for a teacher to blueprint a course of study and to certify satisfactory achievement by students when so many components of instruction must be worked out "in absentia."

Competence as a teacher in an external degree program requires special skills as a counselor, planner and evaluator. Students are given counseling assistance on how, for example, they may complete the requirements for a degree through course work at other colleges, credit by examination or individual assessment of off-campus experiences. The close and detailed review by a teacher allows students to consolidate their credits from various sources onto a single transcript as a cumulative record of educational achievement.

Experiential Education

The idea of students receiving credit for learning outside the classroom is not really new, but this arrangement is becoming formalized at a large number of schools under different labels, for example, nontraditional study, experiential learning, credit-by-examination, community service programs, and cooperative education. Usually, faculty members participate as sponsors, coordinators, consultants, advisors and occasionally as teachers. These open-curricular courses consider problems of interest to a significant proportion of students. Since students are less territorial than the faculty with respect to curricular realignments, these programs frequently suggest extensions in the conventional pattern of departmental offerings.

January terms, winter sessions, intersessions, May plans and the like have served as "laboratories" in which faculty and students can undertake the study of new and different subject matter in non-classroom settings. At Bucknell University, the January Term is now in its sixth year and on the basis of this experience faculty and students have devised semester-long programs for credit for studies abroad—London, Paris and Rome.

Perhaps the most popular single undergraduate course at The University of Michigan is Project OUTREACH, in which 700-800 students spend at least one afternoon per week in one of 40-45 different agencies in and around Ann Arbor. Students "bridge" textbook and lecture information with the realities they experience in off-campus sites such as the juvenile court, prisons, pre-schools, a senior citizens' center, mental health clinics, student residence halls, hospitals and so on. A similar program at Ohio Wesleyan University allows students to design an "apprenticeship" program in social service agencies, businesses, government, unions and even in political campaigns.

The faculty must be intimately involved in establishing the educational value of experiential programs by monitoring (1) the quality of the supervision in the field, (2) prior preparation of students, (3) nature of the interactions among students, (4) grading criteria, (5) amount of credit and (6) adaptations for individual students. Further experience will demonstrate the extent to which a student can find a substitute for face-to-face contact with a teacher by interacting with other individuals whose professions, opinions and values are relevant to the student's educational objectives.

Meeting the Changing Needs of Students

With the exception of a few schools, the general academic attitude toward that learning population now identified as "the new student" has for years been a negative-passive one. The education of these students (the adults over twenty-five, the slow learners, the under-prepared, the culturally and educationally deprived, the minorities, the handicapped, the high school dropouts, and the part-time adult learners) presents a somewhat disturbing challenge to teachers and institutions accustomed to selecting their students from the top. Their concept of academic aptitude has been rather narrowly defined since test-taking brightness is only one factor in student success; their interests, aspirations and values are equally important factors.

This section will illustrate three changes being made in postsecondary education in adapting to the wider range of aptitudes and interests that students bring to class.

Individual Attention

"Starting where the students are" requires individualized instruction: developmental work for some and accelerated work for others. Higher education is more familiar with the latter. Students, for example, are given the opportunity to "test out" of the introductory course and move into advanced work if they meet preset standards of proficiency. In contrast, many students lack entry skills for college work. Burlington County College has found "pre-college" or developmental courses in writing skills, basic mathematics, and reading to be a necessary addition to the curriculum. Through a comprehensive program of entry testing, student weaknesses are diagnosed and those needing help are assigned to the developmental courses. Faculty reimbursement and promotion for teaching these courses are considered on an equal basis with regular college offerings.

Ball State University's Academic Opportunity Program uses an approach which integrates institutional goals, student needs and faculty expertise. The program utilizes the existing academic programs and places responsibility for quality instruction in the established departments. The intensive preassessment program profiles the goals and the competencies of students and these are reassessed at the end of the first year. Close to 1,000 students participate under the direction of 42 full-time teachers in 21 departments across the University. Students also enroll in regular courses, thus permitting students and faculty to acquire University rather than "special program" identity.

Unfortunately, developmental work has not generally been a rewarding activity; furthermore, few teachers have personal educational memories corresponding to the experience of the confused student coming in for guidance or "extra help." Even so, at one time or another, most students appreciate a sympathetic ear, someone with whom they can talk about their frustrations, anxieties, or disappointments as well as their aspirations. They need to affirm what is first and what is second or third in their personal and educational scales of values. A student may seek out a particular teacher as one of the few adults in the campus environment whose judgment is respected and whose confidence is trusted. Thus, from time to time, nearly every teacher is cast in the counselor role—a responsibility not to be taken lightly. The teacher's success in helping the slower learner or the student with a problem is a revealing measure of competence as a member of the faculty and should be so counted in the merit evaluation.

Adult/Continuing Education

Professional schools such as medicine, dentistry, law, engineering and education have offered continuing education programs for some time but the "students" in these fields are only a tiny fraction of the larger population of adults who, for one reason or another, seek to continue the learning process. The faculty must assess the curricular modifications necessary to meet the educational goals of mature adults **and** provide a climate of instruction appropriate to these students. College teachers face an interesting and challenging opportunity to serve the educational purposes of "young folks" as well as "old folks." The following examples represent three levels of institutional adaptation to the needs of the adult learner.

The Office of Continuing Education and Public Service at the University of Illinois has established the

Inquiry Center and offers information to "all adults looking for ways to better themselves." More specifically, the Center provides information about educational, career and leisure-time planning; credit for experience gained outside the classroom; and occupational requirements—entry standards, licensing and salary ranges for a variety of careers.

Kansas State University has encouraged the faculty to promote classes for adults and to take these classes to adults by granting additional faculty positions in departments which have developed such programs. These positions are above and beyond the quotas earned with on-campus credit hours.

Burlington's population of part-time students attends college on a day and/or evening basis. A variety of courses are offered at the local military base (Ft. Dix) for men and women who are about to complete military service and who may want to pursue additional college work. Burlington has also taken its educational programs into area prisons, including the establishment of library and media facilities.

Career Orientation

The literature is loaded these days with think pieces on the status and future of liberal arts education. How do we teach our students to discriminate between trivial matters and important issues? How do we motivate and prepare them to do something about these problems after they leave the campus? In addition, students and their parents expect that the tremendous investment in a four-year liberal arts education might also serve the career advantage of students. Whether liberal arts teachers move cautiously or with vigor with respect to "career orientation" depends on how these adaptations are valued by the home institution.

Earlham College is planning a series of senior-year seminars which will serve to integrate the students' liberal arts education and point toward the use of this education after graduation. At Bucknell University, a program of Freshman Advisor Seminars introduces students to at least two of the disciplines and two modes of inquiry. Planning for the use of one's talents through choice of a major and eventually a career is one of the major goals of these seminars.

New Resources for Teaching

The two preceding sections illustrate the crucial role of the faculty in maintaining the control of quality in a period of curricular expansion and in adapting educational programs to a more diverse student body. The in-classroom procedures of teaching are also changing. Here, the teacher is the most important single component and five examples will illustrate how teachers elevate the importance of their craft by modifying and extending the resources for instruction.

Technology

We started with slates, blackboards and then added books, but an impressive array of new technological resources is now available to aid the teacher and the student. "Technology" in education may refer to both devices (e.g., cassettes) and procedures (e.g., aptitude tests, PSI), but in practice, most attention is given to the instructional use of mechanical and electronic equipment. Automation can place a vast world of knowledge quite literally at the fingertips of the student. Direction from the teacher is imperative and the job is a demanding one. The teacher must not default the educational uses of technology to those less able to define what students should learn and to decide the means of achieving these ends.

The on-line computer system at Bucknell is available to undergraduates 20 hours a day for six days a week. Students use the system by the hundreds in conjunction with courses in all divisions of the University. Computer literacy is expected by the faculty for about half the total student body. This trend is undoubtedly becoming stronger by the year throughout higher education but faculty participation is a necessary precondition.

The insatiable appetite of technological aids for worthwhile content material cannot often be satisified by purchases from commercial sources. To use this resource fully, college teachers must expand their usual contribution of reference books, textbooks and syllabi to include the production of instructional material for slides, films, videotapes and computer programs. So far, unfortunately, authorship of content material by faculty has been limited, even meager. Teachers quite justifiably feel that they cannot afford the time and energy needed to make intelligent use of technological devices in their classrooms until academia responds to these efforts with the same promotions, salary increases and esteem that go to research, publication and charismatic classroom performance.

The Residence Hall/Classroom Interaction

The college dormitory used to be a large hotel with small rooms guarded by deans of men and deans of women and supervised by counselors serving "in loco parentis." Today, however, students live in an environment more compatible with the values of personal freedom and responsibility. Some of these changes are educationally quite significant: classrooms and living areas, traditionally separate, are being integrated by bringing academic inquiry and study closer to the realm of the students' social, personal lives.

A number of universities have established residential cluster colleges to reduce the impersonality of large classes and to make programs more adaptable. Residential programs seek to retain the advantages of the two academic worlds—the multitude of resources of a large university and the close accord among teachers and students of a cohesive community. The 14-year old Pilot Program at The University of Michigan (Hatch, 1972) and Ball State's Carmichael Residential Instruction Program are good examples of relatively low-cost arrangements for providing a curricular common ground for first-year students within the larger residence halls.

As a small residential college, Earlham also offers Living-Learning courses. The classes are held in the residence hall and the teacher doubles as the students' academic advisor. Similarly, Bucknell and Ohio Wesleyan have dormitory-based "centers" where students can explore, for example, intercultural themes. The success of these living-learning programs—in large schools or small—illustrate the extended contribution of the faculty beyond the traditional classroom.

Cross-Disciplinary Studies

Overly rigid departmental boundaries are deterrents to educational reform. College faculties give lip service to interdisciplinary studies, but teachers of survey courses, joint program offerings or problem-oriented studies run the risk of losing the support of their home department or the recognition of the national professional organization. Special curricular areas such as black studies, women's studies and "future worlds" may become weakened if teachers in these fields are, in fact, penalized in the institutional competition with colleagues who remain comfortably fixed within the tradition of a discipline-oriented department. Each of the NP III schools can offer interesting examples of cross-disciplinary studies. Some of these are token offerings. Others elicit deep involvement by the faculty as they analyze the values within and between fields. They go much farther than simply presenting a sequence of attractive academic headlines.

Individualized Instruction

At least one teacher in ancient Athens enjoyed small classes and developed the prototype of individualized instruction. Although Socrates was denied tenure, the primary task of the teacher, in that day and this, is to set the stage for individual thinking and to support its direction and redirection. Since the small-group discussion serves this purpose well, it is undoubtedly a teaching method with a long-term future. Teachers who can foster a productive group discussion deserve special recognition from peers and the institution.

The most widely known new development in individualized instruction is the Keller Plan or Personalized System of Instruction (PSI). Similar patterns are in operation at different schools: contract teaching, mastery learning, competency-oriented instruction, audio-tutorial instruction and modular instruction. Paradoxically, "self-paced supervised study" is, in some respects, a strongly teacher-centered arrangement, since the teacher defines the objectives, prepares the study guide and establishes the criteria for mastery. It demands a heavy commitment from the teacher to update and improve the study guides, prepare valid mastery tests, enhance the contributions of proctors, and procure supplemental instructional resources.

Burlington has developed a number of self-paced instructional arrangements and it is interesting to note that the College, which serves over 4,000 full-time equivalent students, has only six classrooms and two large-group facilities on its main campus. This is possible because of its significant commitment to the self-instructional arrangement. All faculty members develop behavioral objectives and appropriate mastery tests for their courses. The objectives, an outline of learning activities and assignments, and other information are compiled into a "learning packet," which is provided to each student at the start of the semester. Faculty adherence to the mastery learning model is made clear in the hiring process and is emphasized in annual evaluations and promotions.

Grading

The transcript of course credits and grades is the accepted currency for the exchange of information about levels of performance achieved by students. It is the collective mechanism by which the faculty defines the quality dimensions of an educational program. Thus, the standards of the teacher as to what signifies "excellent" performance are, perhaps, the most significant means by which a teacher shapes the academic values of a college. How a teacher evaluates students is an especially valid measure of professional competence.

Since grades are so important to students (and to the academic system in general), changes in grading practices influence the preceding process of studying and teaching. Note, for example, the dramatic changes that occur when a course, a department or a college as a whole shifts to a "competency-based" system of evaluation. In a less comprehensive mode, many teachers are simply grading by "contract."

In contract grading specified levels of final achievement are set forth at the start of the term; the course is completed and the grade is set when a given standard is met. Grading by contract requires considerable planning on the part of the teacher. The specific goals and the sequence of topics for the course must be clearly stated. Another major task is preparing the mastery criteria. By what manner of testing, questioning, problem solving, project planning, paper writing and reference citing, etc., might a student demonstrate the knowledge and skills that make educational good sense? The difficult task of evaluation that teachers experience generally is brought into sharp relief when grading by contract.

Credit Where Credit is Due

Most schools have better mechanisms for vetoing proposals for educational change than for implementing these reforms. Resistance to change is understandable when one sees "innovative" fads and fancies that do little more than jazz up the educational package. Nevertheless, a college cannot always stand pat; it must constantly assess the long-term value of curricular substance and the conditions within which students learn and develop as persons.

What changes are worthwhile? Each school must give its own answer and this report has summarized some of the changes that seem to be working out quite well at various institutions. Teachers are important for implementing these improvements. As this report has tried to show, teaching involves much more than lecturing, discussing and testing. While these activities dominate classroom affairs, teachers spend considerably more time planning, preparing, and making improvements behind the classroom scene. Walter Cronkite communicates well, but not without considerable support from other reporters, researchers and writers. Teachers, however, do most of the background work themselves; one measure of good teaching is the quality of this "homework."

College professors are intellectual leaders. They exercise this function in the classroom as they foster understanding of complex events, contribute to the solution of problems and speak out regarding the values important for school and society. This leadership requires that they keep abreast of new developments in their fields and relate the knowledge to the problems and

issues of the complex society into which their students will enter.

Thus, teachers spend many hours planning and preparing new curricular arrangements, modifying the patterns of instruction in line with the changing interests of their students, and finding ways to use new resources for teaching. The institutional system must recognize and reward faculty members who improve the conditions for learning. Credit must be given to teachers whose critical analyses, constructive thinking and implementation improve the **context** within which instruction occurs.

Resources and related items:

Chickering, A. W. **A conceptual framework for educational alternatives at Empire State College.** Saratoga Springs, NY: Empire State College, 1976.

Free University Network (FUN), 615 Fairchild Terrace, Manhattan, KS 66502.

Gaff, Jerry G. **Resource notebook.** Washington, DC: Project on Institutional Renewal Through the Improvement of Teaching, 1976.

Hatch, D. D. The pilot program: A residential experiment for underclassmen. **Memo to the Faculty, No. 47.** Ann Arbor, MI: The University of Michigan, 1972.

Keeton, M. T., et al. **Experimental learning: Rationale, characteristics, and assessment.** San Francisco: Jossey-Bass Publishers, 1976.

I prepared the original draft which was then reviewed by the Fund Associates. This final statement could not, however, reflect all of the comments and criticisms and I must, personally, assume responsibility for the omissions and the views herein presented.

Stanford C. Ericksen

Activity which is the subject of this report was supported in whole or in part by the Fund for the Improvement of Postsecondary Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Fund and no official endorsement by that agency should be inferred.

For further information about local activities in National Project III, write to:

Ball State University, 2000 University Ave., IN 47306—Project Director: Jerry J. Nisbet, Coordinator of University Evaluations

Bucknell University, Lewisburg, PA 17837—Project Director: Wendell I. Smith, Provost

Burlington County College, Pemberton-Brown Mills Road, Pemberton, NJ 08068—Project Director: Lee L. Schroeder, Director of Measurement and Evaluation

Earlham College, National Road West, Richmond, IN 47374—Project Director: Gerald R. Bakker, Department of Chemistry

University of Illinois, 205 S. Goodwin, Urbana, IL 61801—Project Director: Charles J. McIntyre, Director, Office of Instructional Resources

The University of Michigan, 109 E. Madison, Ann Arbor, MI 48109—Project Director: Stanford C. Ericksen, Center for Research on Learning and Teaching

Ohio Wesleyan University, Delaware, OH 43015—Project Director: Stephen C. Scholl, Dean of Educational Services

Purdue University, ENAD, Room 402, West Lafayette, IN 47907—Project Director: Warren Seibert, Director, Office of Instructional Services, Measurement and Research Center

State University of New York, Central Administration, 99 Washington Ave., Albany, NY 12210—Project Director: Charles B. Neff, Assistant Chancellor for Special Projects.

State University of New York, Oswego, Oswego, NYT 13126—Project Director: David J. King, Department of Psychology

For information about back file copies or multiple copies of the **Criteria** series, please write to Janet Lawrence, Assistant Director, National Project III, Center for Research on Learning and Teaching, The University of Michigan, 109 E. Madison, Ann Arbor, MI 48109

Teaching and Learning NOTES

Ohio Wesleyan University

June 6, 1977

IN THIS ISSUE:

This final issue of Teaching and Learning Notes for 1976-77 includes the latest edition of "Criteria," the publication of the FIPSE Project in which Ohio Wesleyan participates. The attached edition expands on the issue of evaluating college teaching beyond the matter of student evaluations. Also in this issue are reports from faculty who have received grants from Teaching and Learning Committee.

Below is a working paper produced by the English Department for presentation to a meeting of department chairpersons on Wednesday, June 1, 1977. Conversation on the place of writing in the University is only beginning. The Teaching and Learning Committee thought it appropriate to share this working paper now in the hopes that more faculty would come forward with suggestions for ways we, as a community, can address this basic educational issue.

WRITING AND THE UNIVERSITY COMMUNITY: A WORKING PAPER

Statement of the problem

One need not beat the dead horse of declining verbal scores and inability of current students to write a literate sentence. This problem has been abundantly articulated. What problem has not been so widely discussed is the larger societal problem of which our students' difficulties is perhaps symptomatic: the declining ability of the members of the societal community to talk to each other in such fashion as to be heard and understood, in short, the dismaying failure of communication in our time.

Why can we not communicate? One answer must surely lie in what has happened to academic disciplines in the twentieth century. As knowledge has become more and

more specialized, we have developed a world of somewhat isolated provinces in which members have formulated ways of communicating with each other, but have been increasingly unable to communicate to the "lay" community which lies outside. This inability is not entirely a matter of necessity. Although it is true that highly technical language and specialized knowledge are needed to follow the research of the specialist at the same time it is true that the "general public" can be introduced to the discoveries and implications of such research, and that it lies within the intelligence of any normal human being to understand much more of our knowledge than he is now exposed to. The "higher illiteracy" -- the failure or inability to cultivate such knowledge among our peers and the general public -- needs to be recognized and dealt with at least as much as the "lower illiteracy" which we usually focus upon.

Another ingredient of the larger problem should be acknowledged. All of the disciplines: sciences, social sciences, humanities (English being no exception) have developed systems of jargon and conceptual shorthand that the student learns as a kind of initiation into the mysteries of a discipline. In effect, we teach language habits designed to prevent the uninitiated from understanding what is under discussion. The problem of the "higher illiteracy" begins here. Being quite candid, we should admit that the prestige and worth of our various disciplines have been measured in part by our success in conveying to the larger community that our disciplines deal in matters too complex, too advanced, too rigorous to be entrusted to those outside the discipline. It is our way of issuing a writ of habeas corpus to ourselves for the body of knowledge we wish to take into professional custody. The result has been the bafflement, and finally the indifference, of the layman. It is of course necessary that specialized fields develop their own technical short-cuts to precise communication among themselves. But it is equally necessary that specialists should be able to communicate with the larger community which they serve and live in. And the education our students receive should pay more than lip service to that necessity.

With these considerations in mind, the English Department would like to begin a movement to turn things around; to reverse the deepening problem of non-communication by establishing a different climate on the Ohio Wesleyan campus. The proposals to be set forth in this working paper are merely suggestions designed to prompt a wider discussion of imaginative ways in which we might attack this problem at its roots.

Where do we begin?

First, we cease operating on the assumption that writing is a "minimal skill" to be "worked off" as a requirement through Freshman English, tutoring, etc. At one end of the writing scale, to be sure, it is appropriate to talk about "writing competency"; at the other end, however, it is more appropriate to discuss "writing excellence." It is the latter, surely, which we should be cultivating. Our first proposal, then, would be to promote campus-wide sensitivity to the desirability of creating a citizenry capable of expressing their ideas at the most advanced level their individual minds are equal to. Students must be exposed to a contagious excitement regarding the life-

long benefits to be derived from the ability to present their ideas cogently and clearly. They must be stimulated to regard the power to communicate with other people as a most precious characteristic of the liberally educated person. The best way to establish a climate congenial to these attitudes is for the various disciplines to join together in the active encouragement of good writing, which is obviously not the sole province of the English Department, although it is often treated that way. What we need is a climate in which the scientist and the poet, the scholar and the artist are all visibly involved in the processes of intercommunication.

An impractical dream? We do not believe so. Out of a conviction that we already have many things to communicate to each other about writing as a university-wide concern, we have asked all the University Departments to join us to explore where we are, what our present resources are, how we can better correlate our efforts, and how we can establish a writing community.

What do we do now that we could do better?

This should be our first question. Beginning with what happens or doesn't happen in Freshman English courses, with what the Writing Center does and does not do, with what follow-up does or does not exist, with what efforts are already made to correlate efforts across campus: all of these beginnings should reveal the strengths and weaknesses we have. It should also make apparent practical ways to improve what we are already doing to help our students achieve writing competency. In addition, we may be surprised at the resources already available to encourage writing excellence. It is in this latter area that the most exciting possibilities lie.

How can we establish a writing community?

Here are a few suggestions to stimulate our thinking. These suggestions are offered as talking points for discussion, not as proposals which we seek to have ratified at our meeting. Reactions to the ideas represented here would be most helpful, however--reasons for rejecting, refining, or combining them, and of course additional suggestions for programs. The suggestions mentioned here are arranged in an ascending order of ambitiousness, from things we could do very easily to some ideas for major programs we might seek foundation funding for:

1. Each year the English Department offers a number of "literary prizes," variously awarded for fiction, poetry, or essays--in liberature. This limitation on writing awards can only confirm and deepen the false idea that writing is for English students. Suggestion: we should immediately devise a new University-wide annual competition to find the best writers among the students of all disciplines, possibly an award to the outstanding piece of writing in each of the four classes. It could be stipulated, for instance, that the work be scholarly in its field, couched in language understandable to any educated person, lively in sytle, and finished with a fine polish. It would be particularly stimulating to the cultural climate to have outstanding papers read and discussed in some kind of forum.

2. Programs now established at Carleton and Denison suggest that important attitudes are cultivated when students study composition to achieve full comprehension and command of subjects that transcend the traditional territory of the English Department. In addition to learning specific writing skills, students studying writing under such 'extra-territorial' conditions learn to value clear, cogent, and interesting prose as a general condition of effective learning. Modest efforts in the 'extra-territorial' teaching of composition can reap large rewards if students (particularly freshmen) see the same virtues of literacy mutually valued in a wide variety of disciplines.

   Suggestion: explore the possibilities of cooperative teaching to cultivate shared attitudes toward the importance of effective writing. For example, an instructor in History or Zoology might provide students in his introductory course an opportunity to complete their writing requirement (especially the research course) along with their substantive work in the course. To the degree that we can agree upon a common core of methods and objectives, this could become a very workable possibility. In effect, the instructor would be providing the more capable student an opportunity for acceleration equivalent to "Option B" in the first English Course.

   Another possibility is to have a student elect two concurrent courses which would yield 2 units of credit, but which would be synchronzied through the cooperative efforts of the instructors involved. For example, a student might take a course in Introductory Psychology along with a designated section of Freshman Composition. The work in composition could be designed to use the subject matter of the psychology course instead of the literature customary in Freshman Composition. While each instructor would be independent of the other, sufficient correlation could easily be worked out to enrich the work of both courses.

   A third possibility might involve the designation of a seminar in each department to be taken in conjunction with an Advanced Writing course in the English Department. This course would be quite different from the technical Report Writing course. Instead it would develop that general ability to express ideas which we have called writing excellence. As in the preceding suggestions, the materials of the departmental seminars could provide the substance for writing. Students in the class, being from different disciplines, would have to learn to write clearly for each other. Thus the audience for this writing would be not other specialists in the student's field, but other equally cultivated members of the larger community.

3. Reinforcing such a program in writing for the advanced student, we might plan to bring to campus annually distinguished writers from different disciplines: specialists who have aroused or informed a wide reading public about the underlying importance of or recent developments in their specialties. Clearly, these people are to be found in all fields of

study, and their appearance on campus, coinciding with the activities of one or more advanced writing seminars, could visibly demonstrate the importance of the higher literacy. By bringing winners of prizes or book awards, specialists with reputations for reaching a wide audience, we might draw the attention of the entire campus to the values of writing excellence.

4. Since the good writer must of necessity be a good reader, we should consider re-establishing a University-wide reading program, perhaps as an adjunct of the advanced writing seminar. Students who are learning to communicate more advanced study to a wide audience need models to study (including, perhaps, the work of the distinguished specialists mentioned in item 3 above).

5. Finally, there has been some interest in exploring the possibility of founding a new journal at Ohio Wesleyan. Usually such new publications are the off-spring of specialization. Is it not within the bounds of possibility, however, that Wesleyan could take some leadership in this whole area of communication by founding an interdisciplinary journal directed at renewing the flow of ideas throughout a community?

For further information contact Mildred Newcomb or Dennis Prindle.

2 REPORTS ON TEACHING PROJECTS AND CONFERENCES

Jim Freed: "The Development of Reasoning in College Students or Piaget Applied to College Teaching"

The following comments are based on my experiences in a four-day NSF Short Course, "Workshop on College Science Teaching and the Development of Reasoning", directed by R. G. Fuller and M. C. Thornton of the ADAPT program at the University of Nebraska.

Over the past several decades, Jean Piaget, an eminent Swiss epistemologist, has developed a theory concerned with the acquisition of knowledge in four stages from infancy through adulthood. The first two stages, sensory motor and pre-operational thought are completed prior to college entrance. The third stage, the development of CONCRETE REASONING, is followed by the final stage, FORMAL REASONING, which Piaget suggested begins at age 11-16. The concrete versus formal reasoning may be characterized in the following manner.

In concrete reasoning, a person

1. needs reference to familiar actions, objects and observable properties
2. uses classification, conservation, serial ordering and one-to one correspondence in relation to the concrete items above
3. needs step-by-step instructions in a lengthy procedure
4. is not aware of his own reasoning, inconsistencies among various statements or contradictions with other known facts

In formal reasoning, a person

1. can reason with concepts, relationships, abstract properties, axioms, and theories
2. uses symbols to express ideas
3. applies combinatorial, classification, conservation, serial ordering and proportional reasoning in these abstract modes of thought
4. can plan a lengthy procedure to attain given overall goals and resources
5. is aware of and critical of, his own reasoning, and actively checks on the validity of his conclusions by appealing to other information.

(from Science Teaching and the Development of Reasoning workshop materials)

Several studies indicate that as many as 50% of our college freshmen are not able to utilize formal reasoning processes. Since one of the aims of a liberal arts education is to develop reasoning abilities, it becomes apparent that if 50% of our OWU students have not reached the formal reasoning stage, as determined by a number of measurement devices, then we should actively be involved in the area of "development of reasoning".

In the sciences I find that many of our non-major students (and major students as well) have difficulties with certain topics involving abstract concepts, and symbols, in planning lengthy procedures and in other aspects requiring formal reasoning abilities. One approach to assist students is the development of learning cycles. A learning cycle includes three phases: EXPLORATION, INVENTION and DISCOVERY (or APPLICATION). During the exploratory phase, students learn through their own actions by exploring new materials or ideas with minimal guidance or expectations of specific achievements. Hopefully, this procedure may lead to new questions or they may find that their reasoning capabilities are inadequate to the situation and a "disequilibrium" will occur, and they seek for new explanations. During the invention phase, the instructor can guide the explaratory activities by introducing new concepts or principles that help to expand the student's understanding and reasoning about the situation. During the final phase, discovery (or application), students are involved in finding additional applications for the newly invented concepts.

Some of my colleagues will probably assert that these three phases are included in their laboratory studies and to this I say "Congratulations, you have been following Piagetian principles perhaps without realizing it". Others of us have perhaps expected too much of some of our students without laying the foundation for the many students who may still be at the concrete level of operational thought.

A number of attempts have been made to apply Piagetian principles to college teaching in a number of disciplines, not just the sciences. Among these are the ADAPT program at the University of Nebraska, Lincoln and the DOORS Program at Illinois Central College, (East Peoria).

Workshop guides in biology, chemistry, earth science, general science, and physics which were developed by the Lawrence Hall of Science (Berkeley) with NSF support may be purchsed. Questions about the availability of these guides and other references to Piagetian theory applied to college science teaching and the development of reasoning may be directed to J. Freed at the Department of Zoology.

Al Ichida: "Scanning Electron Miscroscopy Symposium 1977"

The 10th Annual Scanning Electron Microscopy Symposium was held at the McCormack Inn in Chicago. The sessions dealing with preparative technique were the most valuable. Other sessions on vacuum related contamination in electron optical systems and a session on safety hazards in electron microscopy were very enlightening. The discussion on the teaching of electron microscopy was not as valuable as I had hoped they would be. The people involved are for the most part dealing with graduate students at large graduate schools although some undergraduates are included in these courses.

Dr. Kraus of the U.S.D.A. Laboratory and I spent one evening with the Hitachi factory representatives (the scanning electron microscope at the U.S.D.A. is a Hitachi) and learned quite a bit about the characteristics of their instrument.

The meetings have given us the beginnings of a foundation for the instruction we wish to offer on scanning electron microscopy.

Dave Osborne: "Developing Sides for Teaching the Romantics and the Victorians"

When, on April 7, 1975, I requested a grant from the Teaching and Learning Committee, I explained:

> I should like to use slides extensively in my teaching of the Romantics and the Victorians. No British literatures have been concerned so extensively as these with the economic, social, psychological, moral, philosophical, religious, and aesthetic implications of nature and the English countryside, cultivated gardens, villages, towns, cities, and buildings. The poetry and fiction are full of nature as God, or teacher, or the emblem of innocence, or the place of idyllic retreat; the villages and towns as the last vestiges of good and natural community; the industrialized cities as, in Wordsworth's phrase, a "sordid boon"; buildings as the symbols of lost or waning spiritual aspiration or the new secularism.

With the $100. granted me I was able to buy sufficient film, and its development, for the taking of slides on the following topics:

Wordsworth: Biography and "Natural Piety"
Pastorilism and the Enclosure Acts
Keats: Biography and "Flora and Old Pan"
Arnold: Biography and "Harmony with Nature"
Tennyson: Biography and His Favorite Poetic Images.
Morris: Biography and Art for All
Ruskin: Biography and "The Nature of Gothic"
The Decline of Victorian Ideals as Revealed in Pre-Victorian, Victorian, and Post-Victorian Architecture.

Since 1975 I have taught only the Romantics course and, thus, have used only the slides on Wordsworth, pastoralism, and Keats. In the 1977-1978 academic year I shall teach the Victorians and shall use the rest of the slides.

My strategy has been to lend the slides to interested students in the class and to let them present the lectures. The student does the research, orchestrates the pictures and his explanations, and runs the projector. As to the success of this process, always more students than I could accommodate have asked to participate. The quality of the work done has been excellent, and the responses of the audiences have been very enthusiastic.

HITHER AND THITHER

Richard Bauerle has published "Dr. Johnson on Women Preachers and Adrienne Rich's Protest" in The Johnsonian Newsletter and "The Origin of Frisbee and Related Terms" in American Speech. His review of Nkem Mwankwo's My Mercedes appeared in the fall issue of Books Abroad.

Pilar Concejo's article on "La actitude ensayistica de Antonia de Guevara" has been published in the Spring, 1977 issue of Los Ensayistas.

Sandra Harper presented a paper on "Activities for Motivation and Real Communication" at the GLCA Workshop on Teaching Modern Languages, Wooster College, April 22-23. She also attended a conference on "Theater Under Franco," in Madrid, Spain, March 21-27.

Loyd Easton and Bernard Murchland attended the American Philosophical Association Conference in Chicago, April 28-30. Easton chaired a debate on "The Philosophy of Mao Tse Tung" and Murchland chaired a session on "The Impact of Technology on Society."

CRITERIA

FOR THE EVALUATION, SUPPORT, AND RECOGNITION OF COLLEGE TEACHERS

A SPECIAL PUBLICATION OF THE FUND ASSOCIATES IN NATIONAL PROJECT III, PREPARED AT THE CENTER FOR RESEARCH ON LEARNING AND TEACHING, THE UNIVERSITY OF MICHIGAN

Number VI

May, 1977

Evaluation of College Teachers

This paper will discuss the evaluation of teaching and teachers, primarily for the purpose of salary, promotion, and retention decisions. It will overlap somewhat with Criteria II which was concerned with evaluation by students, both for this purpose and for the related—but different—purpose of providing information to the professor for use in improving instruction. In considering student ratings here, we focus on the administrative purpose, i.e., to assist in pay, promotion, and retention decisions.[1]

Although student ratings can be important, they are not sufficient for administrative evaluation; therefore, we will also give considerable attention to evaluation of faculty by their peers.

Institutional reward structures differ significantly in the relative importance assigned to excellence in teaching and to excellence in research. Many institutions, especially the community colleges and the liberal arts colleges, give first weight to teaching, in fact as well as in what they profess. Others, especially those that profess equal concern for the great triumvirate of teaching, research, and service are often perceived by the faculty as, in fact, making various indices of scholarship and creativity the only ones that really matter. This is quite understandable on at least two counts. (1) Society's rewards for institutions, for departments, and for individuals come primarily through activities that can gain public recognition and evaluation, even if that "public" consists only of professional peers; (2) Institutions which have this means of evaluation available to them are more comfortable with it than with the more sensitive (and possibly more abrasive) evaluations that need to be made of the process of teaching. Furthermore, there is no evidence that institutions which reward primarily on the basis of research prominence provide better or worse instruction than those which reward primarily on the basis of instructional excellence. One might therefore erroneously conclude that success in research is highly related to success in teaching. It is not.

Nevertheless, our position is that institutions of every variety would be well served by adopting and maintaining a system for evaluating teaching proficiency. Such systems need to be developed so that the parties involved regard them as sensitive, impartial, and practical to maintain. Their goal should be to recognize directly the status of superior accomplishments in teaching and to reflect this recognition in official statements regarding its status.

Whatever the system, the first essential is to make it generally known and understood. Institutions should make as explicit as possible the criteria upon which administrative decisions will be made. Institutional styles of governance differ, but we recommend that the criteria be developed and agreed upon by discussion and negotiation among the parties concerned. These criteria should allow for individual differences within faculties to the extent that such differences are consistent with the unit and institutional mission and values. In general, too, it is best to develop criteria within the smallest practical unit. "The smallest practical unit" in some cases may be the whole institution, but frequently it will be a unit like a department or a group of departments perceiving themselves as being essentially similar. In any case, the unit ought to be explicitly defined and given responsibility for developing evaluation methods and criteria agreeable to its members. One reason for this is that different disciplines often require different methods and criteria for evaluation. Beyond this, the credibility and acceptability of such systems require that faculty members have a strong hand in their development. To insure compatibility within the system, standards adopted at each level will need to be reviewed, understood, and accepted by the next higher level.

There remains, of course, the problem of how to document excellence in teaching. Several generalizations seem relevant. One is that it is probably fruitless to search for easily applied criteria or for a single set of criteria that will be applicable to every case. This is unfortunate but need not be daunting. Teaching is such a significant part of our institutional mission that it deserves the effort that will have to go into recognizing it.

Secondly, since such evidence as can be gathered is likely to be partial and incomplete, each piece of evidence probably will need to be considered in relation to the whole. Thus, for example, student ratings need to be considered in light of peer opinions, characteristics of courses which were taught, and so on.

Thirdly, these proposals may make the job of promotion committees harder, although not really different, than it is now for those committees that normally pay little attention to teaching. Such promotion committees have always had to deal with information on scholarship, research, and creative artistry from evidence that is partial and incomplete; they have had to judge and weigh that evidence. These proposals im-

[1]Evaluation has at least two purposes which sometimes cannot be (and perhaps should not be) wholly separated. One purpose is for recognition and reward; the other is for personal growth and improvement. (In some situations a third purpose might be added—to provide information for "consumers," i.e., students.) If a faculty has the objectivity, mutual trust and self-confidence needed in order to use evaluation for both reward and growth in mutually supportive ways, this is ideal. However, it is probable that those purposes will more often be accomplished better if they are kept separate.

ply that faculty members and administrators making decisions about promotion and tenure should expect to put as much care and sensitivity into the interpretation of information about teaching as they do into considering other evidence of scholarship upon which such decisions are made.

While we deal here mainly with proposals for evaluating classroom and other direct instruction, distinguished contributions to teaching can also be found in such teaching-related activities as out-of-class instruction, instructional and curricular development, instructional research, and advising. Distinction in any of these areas may be the unusual case, but where it occurs it should be recognized, and poor performance in any of these activities should be weighted negatively.

Direct Instruction

Our discussion of direct instruction will be concerned mainly with **factors to be considered** in evaluating direct instruction and will not at this time give much attention to **how to obtain or systematize** that information. A great deal of work is needed in these matters, especially as it relates to information supplied by faculty peers. Faculties will need to consider not only the relevance of the criteria suggested but also how to collect and systematize the data in their situation.

The most commonly available systematic source of information is questionnaires administered to students about instruction and instructors. Less often used, but fully as important, other types of evaluative information will be discussed later under the categories of: (1) Instructor's own statement of his or her teaching objectives and significant teaching activities; (2) Instructional materials; (3) Evaluation and grading methods; and (4) Instructor attributes.

We believe that students are an important source of information about teaching and that questionnaires are a valuable means of eliciting some kinds of information. We recognize, however, that there are problems and dilemmas with respect to using student questionnaire responses in administrative decision-making. These are discussed below.

Student Ratings

First, some assumptions or generalizations about student ratings: (1) Students can generally judge reliably how satisfactory an instructor and course have been for them.[2] (2) Students are not qualified to judge matters requiring professional background, e.g., whether the material presented is current, whether it is placed at the proper level of difficulty, whether it is properly integrated with the curriculum as a whole, or whether the instructor's evaluation procedures are appropriate and technically adequate. (3) Standardized questionnaires are not useful in evaluating all kinds of instructors. In particular they have generally been of only limited value in studio courses, clinical practice, self-paced courses, team teaching, and individualized instruction.

Given the above assumptions, a number of problems in the use of student evaluations may be unsolvable if one requires near perfect solutions. However, the dilemmas are far from insurmountable when questionnaire results are used with care and understanding. In fact, we observe something of a contradiction in the way faculty members consider different kinds of information used for evaluative purposes. They tend to accept the usual evidence of scholarship, such as publications, even though very little is known about the implied validity, reliability, freedom from bias, and comparability of such evidence. However, many are highly critical of similar "softness" in student ratings and may for this reason discount them altogether.

The better posture is to understand the limitations inherent in student ratings and then subject that data, also, to the interpretive and judgmental process which is customarily applied to the more usual evidence of scholarship.

Some of the most persistent questions and doubts about the usefulness of student questionnaires seem to center on the following issues.

The Different Purposes for Student Evaluation Questionnaires

Student evaluations are used for two main purposes—diagnostic (i.e., for self-improvement) and administrative (for pay and promotion considerations).[3] These purposes are not necessarily compatible. (Much of the problem with course evaluation questionnaires has stemmed from expecting them to serve both purposes well.) The information that faculty members need in order to help improve their instruction usually is specific to their courses, their intentions, and their students. There is no reason to suppose that what one instructor wants to know or will find useful will be the same for other instructors. Conceivably, for this "formative" (improvement) purpose, a unique set of questions could be prepared for every course. Several systems now exist which can provide such flexibility. Typically, they are computer-aided and they allow instructors to select perhaps 30 or 40 rating items from a large and varied item "pool" and, in effect, to create tailor-made rating instruments. Such systems are now in use or under development at several dozen institutions, including Purdue, The University of Michigan, University of Wisconsin-Whitewater, University of Alabama at Birmingham, and the University of Illinois.

For administrative purposes, "summative" evaluation is more appropriate. In this instance, "common" measures are needed since it is necessary to compare faculty members. Some highly generalized questions are most useful since they tend to be equally applicable across a wide range of courses. Such questions can be quite simple, such as:

Rate the course content.
Rate the instructor's overall teaching effectiveness.
Rate the overall value of the course to you.
Rate the amount you have learned in this course.

Questions such as these tend to be highly reliable[4] and we recommend that this type appear on every questionnaire which is intended for administrative use. Such questions are not very helpful to the instructor

[2] For example, analysis of University of Illinois Course Evaluation Questionnaire data shows that the majority of CEQ **subscale** reliabilities for class sections are greater than .65 which is an acceptable level of reliability. The CEQ **total** score yields a much larger proportion of class section reliabilities, about .65. Similar data are reported by other institutions for similar questionnaires.

[3] As mentioned previously, there is frequently a third purpose—namely to provide information to prospective students.

[4] Reliability in this case refers to class sections mean reliability over a large number of classes. The general range of reliability for each of these items is from .80 to .94. Other investigators report similar reliabilities for similar items.

seeking self-improvement hints, but that is not their purpose. Some institutions already have normative data on thousands of sections for these kinds of general questions.

Aside from the fact that the two purposes require different kinds of questions, their basic incompatibility is suggested by the personal meaning they have for the faculty member. Under "improvement" conditions, participation is usually voluntary, feedback is confidential, and the participant's motivation is to become more effective. Administrative use is much more threatening: participation is usually required, feedback goes to the individual's superior, and such crucial matters as salary, retention, or promotion will be affected by the results. Only the rare faculty member can view the same instrument as a "friendly advisor" and as a determiner of his or her professional future.

Validity

It is reasonable to ask, "If the questionnaire purports to measure teaching effectiveness, does it?" The question is deceptively simple. It implies that some measurable, independent, generally agreed upon outside criteria exist where in fact they do not. It is quite impossible to get academics to agree on a general formulation of what constitutes teaching effectiveness, and perhaps there is no reason why they should. What is applicable in one case need not be at all applicable in another.

Instead, we suggest that the results of student evaluation questionnaires be looked upon as answering a somewhat different question, namely, "To what extent do students **think** that this instruction was effective?" We believe that this is a meaningful and important question in considering faculty merit and that student evaluation questionnaires can provide a reliable answer to it. The general feelings of satisfaction and success which students gain from their courses constitute one dimension of effective teaching. While high student ratings do not guarantee that the teacher is effective, it will be a rare teacher who is truly effective and still receives low student ratings.

Norms

Absolute scores, such as a number or a description on a scale, are difficult to interpret unless one knows how other people are distributed on the same scale. Here we are faced with a dilemma: Who are the others? What is the norm base? On most campuses, norms have generally been developed from faculty members who have elected to have their courses evaluated and, therefore, those norms may not be representative of the faculty as a whole.

In addition, there are problems of norming which seek to take into account variables such as class size, whether the course was required or elective, grade distribution, and level. However, general items such as those on page two tend to be less sensitive to these kinds of variations than are more specific items.

To overcome the more common weaknesses of existing norms, it is frequently suggested that student evaluations be made mandatory in all courses for all instructors. But before this seemingly simple remedy is adopted, its full implications, and alternatives to it, should be exained. First, for many institutions, full faculty cooperation with such mandatory schemes is practically impossible. At times, cooperation may appear to be given when in fact only perfunctory implementation is achieved. Thus, the quality of the norm base may not improve, even though the accumulated numbers become larger.

Three additional considerations may recommend against full, mandatory use of student valuations: cost, faculty morale or rapport, and student tolerance. Costs can be unexpectedly high since, conservatively, each student's evaluation of a course will cost the institution 15¢ and, more realistically, it will cost twice that amount—or even more. Thus, multiplied over all students in all courses during each semester or term, annual costs can reach well into the thousands of dollars. Do the benefits justify such expense? Faculty morale and rapport with faculty can also suffer—especially if faculty are required to use an evaluation form that is common to all courses and, as a result, not very sensitive to the characteristics of some. ("Why do they persist in asking about the quality of my lab teaching when there is no lab?" or "Why don't they ask about the required readings, which are the heart of the course, rather than the textbook, which I know is inadequate?") In addition, student tolerance may be exceeded if each student must evaluate courses and instructors four to six times each semester. Although hard evidence is lacking on this, it is at least plausible that students who must repeatedly evaluate courses will lose interest in giving careful attention to the task. Obviously, for evaluations to be useful, they should represent judgments reached with much thought and care, so conditions conducive to this need to be maintained.

Thus, there are several potentially serious problems associated with total and mandatory use of student course evaluation procedures. Consequently, it is recommended that institutions develop some sampling procedure which is feasible under local circumstances and which strives to include all appropriate courses and instructors from time to time. Voluntary participation for whatever reason should, of course, be encouraged, but beyond that the plan should seek coverage of courses and instructors which is broadly representative but which remains sensitive to matters of data quality, cost, faculty morale, and student tolerance.

Other Kinds and Sources of Information

We have said that student ratings are an important but not sufficient source of information about instruction. One needs corollary data, in part to provide information which students are unlikely to have or to be able to make good judgments about, and in part to provide checks of internal consistency or explanations for perceived inconsistency. This kind of information, usually obtained from one's peers, is as important and requires collection procedures as systematic as for evaluations from the students.[5] As a general framework, we suggest direct instruction be evaluated on the basis of the following categories:

Instructor's own statement of teaching objectives and significant teaching activities
Instructional materials
Evaluation and grading methods
Instructor attributes

[5]It is perhaps unfortunate that relatively little work has been reported on the systematic collection of information from former students—those who have graduated and can make judgments from the perspective of greater experiences and maturity than current students.

These four categories are not mutually exclusive or exhaustive, and certainly not all would necessarily be present in any given classroom setting. The outline of subcategories contains questions which might be asked in the evaluation of instruction.

Instructor's Own Statement of Teaching Objectives and Significant Teaching Activities

This category asks the instructor to reflect on significant teaching activities. The intent is to explore a dimension often overlooked: that is, of what in the teaching performance is the instructor most proud—and is this consistent with the data collected from other sources? Data in this category might consist of the instructor's written response to brief, open-ended, written inquiry. It provides the instructor with the opportunity to explain strategies, objectives, or circumstances which made his or her effort unique. Was a particularly difficult objective being emphasized? Were facilities and equipment adequate? Were new approaches explored? Was there an important outcome which would not be observed through other appraisal procedures?

Is the statement consistent with other collected data? Is it reflective of weaknesses that appear in other forms of evaluation? Does it offer suggestions for self-improvement pegged to an appropriate future time schedule? Does it offer significant reasons to explain contradictory information obtained elsewhere?

Instructional Materials

The concern is with characteristics that describe the content of the course. Some of the characteristics to be judged and some guiding questions are given below.

- Textbooks, Handouts, and Syllabi
  Are they current, relevant, suitable to the course outline? Have new or creative teaching aids been developed or explored? Are they of a difficulty and quality appropriate to the course level?
- Lecture Notes
  Do they follow the course outline? Are they well organized, individually and as a sequence? Do they supplement (or needlessly duplicate) the text and other class materials?
- Reading and Reference Lists
  Do these supplement the lecture notes and class discussion? Are they up-to-date? Do they "challenge" the student?
- Non-reading Assignments
  Are sample problems and laboratory reports adequately presented to broaden the students? Are the projects coordinated with the rest of the syllabus material?
- Statements of Objectives
  Do these fit in with the overall departmental objectives? Has the instructor been able and willing to extend the usefulness of the course by integrating it with others which may have come before or will come later?

Evaluation and Grading Methods

Even though evaluation procedures interact with both instructional materials and instructor attributes, it is possible to make inferences about teaching quality by reviewing the formal evaluation process. Under this category we include: prompt and useful feedback from tests, clarity of tes objectives, relationship of exams to objectives and other instructional materials, reliability and validity of tests or other measures of student achievement, fairness of grades, and rationale for grade distribution and for grading policy. Although the judgment of colleagues is of most importance, student comments should be obtained also.

- Examinations, Tests, and Quizzes
  Do they appear to be fair? Is the grading objective? Are thought questions blended with tests of memory? Are tests returned promptly and wrong answers explained? Do the grades follow a distribution pattern that is acceptable? Is there evidence that most students are achieving objectives?
- Student Projects
  Are they a relevant learning experience or simply "busy" work? Do they fit within the course objectives? Do they help solve a problem? Do they better prepare the student for life beyond the classroom?
- Grading
  On what standards is it based? Do the students know the standards? Is the grading fair?

Instructor Attributes[6]

The concern here is with less tangible aspects of in-class instruction and includes, but is not limited to, the following:

- Instructor Knowledge
  Although recognized as a prerequisite to effective instruction, substantive expertise is not necessarily a permanent attribute. Evidence that the faculty member has conscientiously kept up in the discipline and extended his or her own skills and understanding is thus relevant to teaching effectiveness. Likewise, if the instructor is responsible for instruction in areas outside his or her specialty, evidence that the necessary expertise has been acquired should be sought.
- Method of Instruction
  This refers to the preparation of the instructor for class and the development of systematic procedures for facilitating learning. Specific characteristics may include the following: presents material clearly, stimulates questions in class, uses class time efficiently, presents relevant examples, stresses important materials, changes methods to meet new situations, helps students gain new viewpoints and appreciation, leaves students feeling that class effort is worthwhile, and increases students' skills in thinking. In obtaining evaluative information on this topic, it is reasonable to assume that colleagues and administrators may be adequate judges of appropriateness of methods but students may make useful judgments on the effectiveness (outcomes) of different methods.
- Concern and Enthusiasm for Teaching
  The instructor's enthusiasm for teaching includes willingness to teach and to take a personal interest in the improvement of his or her own teaching. Specific concerns include commitment to the field of study, efforts to improve course quality, analysis of previous experiences, experimentation with new ways of teaching, search to improve quality of student achievement, demonstration of interest in material.

[6]It will be evident that one way to observe the behaviors described in this section is by visiting the classrooms of those being evaluated. In fact, this appears to be a relatively common procedure, especially on the part of administrative officers who use it as a primary evaluation method. Classroom visitation can be useful but it must be recognized that it is accompanied by severe problems of sampling, rater bias, and rater unreliability.

suggesting appropriate readings, relating course content to recent developments in the field, and interacting with colleagues on matters related to teaching and its improvement. Both colleagues and students can appropriately share in the evaluation of this area. Judgments of effectiveness should be tempered by consideration of the number of classes and students met, the number of different courses taught (and therefore preparation time and breadth required), and the difficulty of effectively teaching the courses assigned.

- Relations With Students
  The concern here is for instructor interaction with individual students. The instructor should strive to establish relationships with students that will promote student learning, maintain congenial relationships with students, and sensitize the teacher to student needs. Displays of courtesy and interest are also relevant; e.g., keeping appointments, relating positively to students, giving consideration to student suggestions, helping students having difficulty, and being fair and impartial in dealing with students. For evaluative information on this aspect, students probably should have the major input, though colleagues can often observe relevant behavior.
- Peer Evaluation of Scholarly Quality
  How do the individual's peers evaluate his or her knowledge, communication skills, and enthusiasm on the basis of performance in colloquia or seminars which the peers attend?

Out-of-Class Instruction

Academic Advising

Here we are concerned primarily with thesis guidance, supervision of individualized study and supervision of graduate students in research projects. Is the faculty member an effective resource person and mentor? How do the person's peers evaluate the quality of his or her students' work? Their defense of their work?

Instructional and Curricular Development

It is desirable to recognize leadership in formulating and developing a curriculum (usually a committee activity) or a course. Contributions meriting a positive evaluation include a superior reconceptualization of content, a beyond-the-ordinary marriage of content to method, or the development of an unusually successful textbook. Too often the creativity and effort which go into the development of new and better ways of teaching go relatively unnoticed and unrewarded. Innovative teaching and instructional strategies which produce demonstrably superior results should be as obviously encouraged as other noteworthy professional accomplishments. See **Criteria V** for a more detailed account of these contributions.

Instructional Research

Some faculty members conduct systematic studies related to the teaching of the subject matter in their discipline. Some departments would weigh published research of this kind heavily under the general rubric of research and scholarship, but others would not. Those departments might be more comfortable with considering such research not as a contribution to the discipline but as a contribution to teaching.

Personal Advising

There are two major qualities of the effective advisor: "interest" in students and "competence" as an advisor. The former can be inferred by observing such things as courtesy and warmth in interacting with students, the frequency with which advisees seek assistance on other than routine matters, conscientiousness in keeping appointments, or ability to call students by their first names (or to remember special things about them—hometown, hobbies, etc.)

Competence can be inferred by avoidance of enrollment errors; knowledge of rules, regulations, and procedures; soundness of advice regarding options and opportunities; use and appropriateness of referral sources.

Frequently, colleagues can judge some of these matters. Routine surveys of advisees (majors) can also provide helpful input.

Summary

We have reiterated not only the importance of teaching in higher education—an importance which most doubtless take for granted—but the importance also of explicitly recognizing teacher competence within an institution's formal reward structure. This is not easy to do, but we believe it can be done if faculty colleagues approach the task with the same sensitivity and the same recognition of complexity and richness which is generally involved in the valuation of scholarly credentials. An analogy might be to liken the promotion committee to a group of skilled musicians. They are already good at reading that part of the score pertaining to scholarship; they need to develop and bring that same expertise to interpreting the credentials which can be brought to bear on teaching.

Bibliography

Bergquist, W. H. and Phillips, S. R. **A handbook for faculty development.** Washington, D.C.: The Council for the Advancement of Small Colleges, 1975.

Centra, J. A. **Strategies for improving college teaching.** Prepared by ERIC Clearinghouse. Washington, D.C.: American Association for Higher Education, December 1972.

Doyle, K. O., Jr. **Student evaluation of instruction.** Lexington, MA: Lexington Books, 1975.

Eble, K. E. **The recognition and evaluation of teaching.** Washington, D.C.: American Association of University Professors, 1971.

French-Lazovik, Grace. **Evaluation of college teaching guidelines for summative and formative procedures.** Washington, D.C.: Association of American Colleges, undated.

Gage, N. L. "Student ratings of college teaching: Their justification and proper use." In Allen, Melnik, and Peele (Eds.)., **Reform renewal reward.** Amherst, MA: Clinic to Improve University Teaching, University of Massachusetts, 1975. Pp. 121-135.

Kulik, J. A. and McKeachie, W. J. "The evaluation of teachers in higher education." In F. N. Kerlinger (Ed.)., **Review of Research in Education,** Vol. 3. Itaska, IL: F. E. Peacock Publishers, Inc., 1975.

Miller, R. I. **Evaluating faculty performance.** San Francisco: Jossey-Bass Publishers, 1972.
Miller, R. I. **Developing programs for faculty evaluation.** San Francisco: Jossey-Bass Publishers, 1973.
Pace, C. R. **Evaluating learning and teaching.** San Francisco: Jossey-Bass Publishers, 1973.
Seldin, P. **How colleges evaluate professors.** New York: Blythe-Pennington, 1975.

This report was written by Charles J. McIntyre with assistance from Warren Seibert and Richard Owens. Based on a report by the Committee on Teaching and Service of the University of Illinois, Urbana-Champaign. SCE.

Activity which is the subject of this report was supported in whole or in part by the Fund for the Improvement of Postsecondary Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Fund and no official endorsement by that agency should be inferred.

For information about back file copies or multiple copies of the **Criteria** series, please write to Janet Lawrence, Assistant Director, National Project III, Center for Research on Learning and Teaching, The University of Michigan, 109 E. Madison, Ann Arbor, MI 48109

For further information about local activities in National Project III, write to:

Ball State University, 2000 University Ave., IN 47306—Project Director: Jerry J. Nisbet, Coordinator of University Evaluations

Bucknell University, Lewisburg, PA 17837—Project Director: Wendell I. Smith, Provost

Burlington County College, Pemberton-Brown Mills Road, Pemberton, NJ 08068—Project Director: Lee L. Schroeder, Director of Measurement and Evaluation

Earlham College, National Road West, Richmond, IN 47374—Project Director: Gerald R. Bakker, Department of Chemistry

University of Illinois, 205 S. Goodwin, Urbana, IL 61801—Project Director: Charles J. McIntyre, Director, Office of Instructional Resources

The University of Michigan, 109 E. Madison, Ann Arbor, MI 48109—Project Director: Stanford C. Ericksen, Center for Research on Learning and Teaching

Ohio Wesleyan University, Delaware, OH 43015—Project Director: Stephen C. Scholl, Dean of Educational Services

Purdue University, ENAD, Room 402, West Lafayette, IN 47907—Project Director: Warren Seibert, Director, Office of Instructional Services, Measurement and Research Center

State University of New York Central Administration, 99 Washington Ave., Albany, NY 12246—Project Director: Charles B. Neff, Assistant Chancellor for Special Projects

State University of New York, Oswego, Oswego, NY 13216—Project Director: David J. King, Dean for Evaluation and Research

Center for Research on Learning and Teaching
FIPSE Project
University of Michigan
Ann Arbor, MI 48109

Non-Profit
Organization
US Postage
PAID
Ann Arbor, MI
Permit No. 144

Designed by
University Publications
The University of Michigan

ohio wesleyan university

Packet #4
Perceptions of Teaching and Learning

One major goal of the 1975-1977 Ohio Wesleyan project on "Elevating the Importance of Teaching" (supported by a grant from the Fund for Improvement of Postsecondary Education as "National Project III"), was to gather information about student and faculty perceptions of teaching and learning on this campus. During the same period a presidential Task Force on the Liberal Arts was appointed to explore concerns about the curriculum and related matters that help to define liberal education at Ohio Wesleyan. Through the interaction of the project on Teaching and the Liberal Arts Task Force, two studies were conducted. The most comprehensive study was the distribution, analysis, and discussion of a "Liberal Arts Questionnaire" which was administered during spring, 1977, analyzed and discussed in a series of student, faculty and Trustee colloquia during fall, 1977, and which will be a major basis of information for a newly appointed Planning Commission of the University for several years to come. The second study consisted of in-depth interviews of a small sample of faculty, administered by the FIPSE project staff and focused primarily on faculty professional development, perceptions of teaching and the personnel reward structure at the University. This "Packet #4" summarizes the results of those two studies and includes as appendices the major documents involved in both studies.

Liberal Arts Questionnaire

The major focus of the Liberal Arts Questionnaire was an assessment of perceptions and the behaviors of students at a small liberal arts institution -- Ohio Wesleyan University. The data obtained from this assessment of the college environment was intended in part to provide an operational description of this particular college and to facilitate a statement of what comprises the liberal arts education offered at Ohio Wesleyan. The instrument was also administered to faculty, staff, Trustees, alumni and parents to provide information relative to the perceptions of adults of various student behaviors, attitudes and values. After the initial statistical analysis of the data, a series of colloquia were held during the fall, 1977, to provide an opportunity for interested participants to discuss the salient issues that arose from the data. Independent colloquia were held for faculty and staff, students and Trustees, and, in late October, 1977, a series of joint conversations was held between faculty, staff, students and Trustees. The outcome of these conversations is being used by the University Planning Commission, especially as the Commission addresses a reexamination of the mission statement of the University and the setting of goals for future years.

The issues that rose to most prominence in the data analysis and the colloquia fall under three major headings: questions concerning the explicit teaching of values in liberal education; differences in personal educational philosophies among students and the perception of those differences by faculty, staff and Trustees; and widespread concern about the decline in basic academic skills and a debate over the need for a return to a more comprehensive "core curriculum".

Within these major three groups of issues, several more specific topics stand out relevant to elevating the importance of teaching. The Questionnaire data clearly support the perception that Ohio Wesleyan has a heterogeneous student body. Significant groups of students differ in their personal educational philosophies ranging from the largest group which values interpersonal relations and the acquisition of a well-rounded education to smaller groups which are concerned about training for a life of the mind, for social and humanitarian service and for specific careers. Faculty, interestingly, supposed that student orientation toward specific career training was more significant than it appears to be from these data. Further, the widening range of basic academic skills, clearly reported by both students and the adult respondents, is making new demands on faculty to perform a wider variety of teaching roles. Among the narrative comments solicited from faculty, one clear theme is the need for greater attention to "remedial" educational programs, in the areas of reading, writing, general communication skills and mathematics.

Faculty perceptions of the role of values education in various disciplines are sharply divided. More than half the faculty does not believe that there is an essential values component in the teaching of their disciplines. Students tend to agree, but the colloquia showed general concurrence that there is an interest in increased values education, with greatest emphasis on the clarification of values. Underlying this concern is the belief by faculty, staff and Trustees that there should be some attempt to return to a greater commitment to social and humanitarian vocations. If such changes are to take place, the demands on faculty to alter the content and methods of their teaching will be significant.

The argument over a core curriculum and attendant competency requirements, distribution requirements, language requirements and the like, obviously needs further airing. Although the Questionnaire data do not show a clear tendency here, colloquia conversations pointed to evidence that faculty, staff and Trustees are considering a more explicit common educational experience for Ohio Wesleyan students. Again, working through the details of such a shift in the curriculum and consequent teaching assignments will be demanding.

One of the most distressing outcomes of the Questionnaire was to indicate that by both student and faculty reports the mental activities involved in learning at Ohio Wesleyan tend toward more emphasis on "lower order"

processes such as memorization and the direct application of ideas than to "higher order" activities such as synthesizing information and evaluating theses, concepts and beliefs. While this insight is not surprising given what we know about learning generally, it does show that there is a major challenge to be met in elevating the skills and modes of learners on this campus as at others.

An interesting discrepancy between student and faculty perceptions of faculty as teachers emerged from the Questionnaire. Faculty saw themselves as open, facilitating dialogue, and innovative in their teaching methods. Students, however, perceive the faculty as open, yes, but lecture-oriented and very traditional in teaching methodology. These differering perceptions, of course, have important ramifications for any faculty development program.

While the Questionnaire indicates general satisfaction with the amount and quality of interaction between students and faculty, it does not give evidence of as much interaction as has been more commonly perceived. Everyone seems to agree that close student-faculty relationships depend on the initiative of the student in most cases. Reading between the lines, there seems to be some underlying wish that there be more such informal relationships as a natural extension of the teaching and learning process. Related to this concern is a clear impression that there need to be improvements in the academic advising system. If there is one clear indication for the need for faculty development on the part of all respondents, it is that additional training and support for the faculty as advisor is needed. This, again, seems to be a natural extension of the teaching role broadly conceived.

Finally, as the president of the University pointed out in a recent address, one aspect of Ohio Wesleyan that cannot easily be changed is its residential character. It is not surprising that all of the respondents to the Questionnaire agreed that the educational mission of the University should include activities beyond the formal curriculum and an effective use of the residential environment. The problem, of course, is 1) how to make the residential experience more consistently positive in an era that emphasizes little restraint on social behavior of young adults and 2) how to fashion specifically effective residential educational programs for a heterogeneous student body. Many faculty responding to the Questionnaire seemed to perceive a role for themselves in addressing this problem.

Interview Project

An important part of the on-campus FIPSE Project at Ohio Wesleyan University was the conducting of interviews between faculty colleagues. The idea behind this part of the project was to have faculty members interview one or more colleagues on matters relating to teaching and the evaluation of teaching. A standard question sheet to direct the interviews was developed, but was not intended to be used "straight" (see appendix 4). Although the number of people interviewed was revised

sharply downward (16 total) from the projected 75% of over 150 OWU faculty, the range of people interviewed covered all ranks, all age levels, both sexes, and 11 departments: Chemistry; Economics; Education; English; Library; Mathematics; Physical Education; Physics; Sociology/ Anthropology; Speech Communications. Sampling was accidental, but we feel that a valid range of faculty was covered and the group is a representative sample. The interviews were intended to be free-flowing with the question sheets used only for general direction. Interviews lasted from one to four hours each. As soon as possible after the interview, the interviewers were to write up a two-page summary and send it to the interviewee for revision and blessing. Each person interviewed was asked to interview one or two further people. The work of Malcolm Parlett and others in the area of "illuminative evaluation" has been of primary importance in both the idea for and development of the present methodology. (See Parlett and Dearden, Introduction to Illuminative Evaluation: Studies in Higher Education, 1977).

In retrospect, the goal of having most of the OWU faculty interviewed proved to be much too ambitious. Once into the process, faculty members felt they just did not have the time to be interviewed and commit themselves to one or two further interviews plus write-ups. Our partial solution was to use a post-doctoral "intern" who devoted two afternoons a week to doing interviews and completing the summaries with almost half of the sixteen faculty. Perhaps a better solution would have been to give a faculty member some time off to do nothing but the interviews. However, the original idea of involving interviewees as interviewers is too attractive to dispense with lightly, and may be tried further.

For the people actually involved in the project, two benefits were foremost. First, the interviews allowed faculty members the opportunity to talk with colleagues about teaching-related matters and to explicate ideas on teaching that, in most cases, had not been fully formulated, much less discussed. Second, the interviews seemed to engender new-found respect between colleagues as professional teachers.

A summary of the content analysis of the interviews shows the following points: (1) The OWU faculty member sees himself or herself primarily as a teacher rather than as a member of a discipline who happens to be teaching; (2) many placed interdisciplinary teaching as a highly valued activity; (3) methods of faculty evaluation at OWU were seen as acceptable (or at least better than known alternatives) although improvement was felt needed in gaining better data on teaching effectiveness; (4) although the basic extrinsic rewards for teaching (tenure, promotion, merit raises) were considered generally adequate, it is clear that most felt the primary rewards were intrinsic (self-satisfaction, seeing students improve, and the like).

Probably common at most small liberal arts colleges, and clearly part of the ambience of OWU is the feeling on the part of the faculty that they are first and foremost teachers. This is not to say that one's particular discipline is not important, but as one English professor stated, he

"perceives his profession as that of teacher, a view he considers common among Wesleyan faculty." Or, as another faculty member put it, he is "both teacher and anthropologist and feels that research and other commitments to his discipline are essential to both the teaching of anthropology and being a member of the anthropological discipline." Other examples could be cited, but all can be summed up by an education professor who "identifies himself as a professor or teacher, and shares a definition of the profession with colleagues in which the concern is for the education of whole persons, and in which values and commitments are central."

Interdisciplinary teaching was seen as a valued activity by many of the interviewees. One English professor "has especially valued the contacts and work outside his own discipline, finding the cross-disciplinary enrichment most exciting. He believes greatly in the values of dialogue in all areas, whether synthesizing knowledge or exploring such problems as faculty evaluation." Another English professor notes that "We must fight both the increasing specialization and departmentalizing of the University while also avoiding centralization. Though disciplines must stand apart to maintain their special gifts, interdisciplinary projects are enlightening -- especially as they reveal the profound insight of each discipline dealing with shared problems. The air of a liberal arts education should ultimately be synthesis rather than fragmentation of knowledge."

The value placed on interdisciplinary work undoubtedly is a corollary of the self-identification of the interviewees as teachers since many felt that working with others was not only enriching in terms of knowledge, but also was a good opportunity to evaluate teaching styles.

In general, the interviewees felt that the method of evaluation at OWU was adequate though needing improvement. Packet #2 ("Elevating Teaching Through the Personnel Reward System") gives details on the OWU evaluation system so here we will dwell on summative judgments.

One interviewee "believes that our system of evaluating faculty is strong because it is not monolithic. Many of the sources of evaluation may be erroneous or inexact, but the sifting of so much information by one's peers produces grains of valuable information. 'It is the worst possible system,' she says, 'until you consider the alternatives.' She also noted that the Personnel Committee measures the pace of change faculty undergo, though she sees no real way to measure ultimate impact of our teaching."

The most common complaint was that the peer evaluations are "seldom based on knowledge of teaching -- how can they know without extensive firsthand knowledge?"

One professor believes that "the evaluation of teaching by faculty is inadequate on the OWU campus, although better in some departments than

in others. He feels that the student board in the Mathematical Sciences Department, by using student evaluations in all classes, does a pretty good job of evaluating faculty. As a method for evaluation of a colleague's teaching, he suggests that the evaluator visit a class taught by the colleague for five days in a row. A mixture of performance and the continuity of the course contact would then be visible and a substantial concrete example of teaching would be available for the two to discuss. He expects that both visitor and visitee would benefit."

A physical education professor commented: "Is teaching adequately evaluated? No. There is a tendency to be too hung-up on degrees and publishing -- paper credentials rather than delivering in class. He evaluates colleagues by listening to students, as on a team trip. He hears more positive than negative reaction to OWU teaching. If he knows a colleague well, he relays such information on to him/her. Even with this kind of information, and with double-checking what he has heard from a student he feels that evaluation of teaching could be improved."

Yet, another professor believes that: "Teaching is genuinely rewarded at OWU, in contrast to larger universities where research and publication dominate. He can identify good teaching in departmental colleagues by sharing classes and community lectures. Outside the department, evaluation is by hearsay and hearing students talk about teaching. These overheard comments are predominantly positive, reflecting that the school recognizes teaching and people come here because they value teaching."

One faculty member "offered a concern out of her own training and discipline: 'We work for measurements that are reliable and validated.' But there have been no validity studies on the evaluation device here. There are ways, including training of evaluators, to minimize the skewing that occurs when persons have very different levels of scoring. She appreciates that efforts are being made to improve the process, and that helps are offered for evaluation of one's own classes. She believes that there should be a requirement of observing in the classroom. This bothers some, with an expressed concern for academic freedom, but she would have no objection to such observation, or even TV cameras in the classroom that could be turned on any time, if it were peer observation rather than in the hands of administrators."

Thus, the interviewed faculty members felt that the OWU method of evaluation had many strengths, but could be much improved if it explicitly required that firsthand data on teaching (most mentioned in-classroom observation) be gathered before peer evaluations are made. A number recognized campus political problems as an impediment to such a reform, but there is promise here for the possibility of reform.

The last major area to be touched upon in this report is concerned with the rewards for teaching at OWU. Faculty members tend to differentiate

between extrinsic rewards (meaning monetary reward) and intrinsic rewards (such as self-satisfaction, peer and/or student recognition). A number of the interviewees noted that monetary reward at OWU is not as good as in private industry, yet in conjunction with other aspects of college life, the pay is considered adequate. Clearly, higher pay alone is not enough to attract good teachers, but just as clearly the issue of material reward and status must not get in the way -- there must be some congruence between tangible reward and internal satisfactions.

As a Math professor notes: "The rewards of teaching are not as great financially as those from industry but they are adequate. The fact that there are merit increases, and that these are based on a variety of factors, including evaluation of teaching, helps one to feel rewarded."

Another professor "feels that OWU rewards good teaching at about the right level. Good teachers have consistently received merit raises and been promoted, although there have been a few exceptions. He regrets that the reward system of merit raises has large negative impact on a few people if that reward is not received."

At any rate, the interviewees felt that while pay scales could be better, they at least do not seem to be getting in the way. Other than salaries (the major extrinsic reward, of course) monetary reward for teaching excellence comes from two distinguished teacher rewards. These special prizes ($200 and $500 each) do not amount to a great deal, and furthermore, a common feeling held by the interviewees is that "the ones nominated for the teaching awards are the visible ones -- they may be good teachers, but that is not why they are nominated." (As a result, the administration recently decided to commit new gift monies to support teaching excellence to faculty development funds rather than to an increase in the prize monies.)

Extrinsic rewards, then, cannot tell the whole story. In fact, it is clear that without significant intrinsic rewards our faculty might well be pursuing other rewards.

A summary comment might well be that of a Speech professor: "The rewards for teaching are adequate or she would not be here. She could make much more money in private practice, but there are aspects of that which make teaching appealing (e.g., malpractice problems, restrictions on therapists imposed by state law, and the instability of income). In addition, there is appeal to helping on a broader scale, which is fulfilled by the preparation of students. There is also reward in being around young people, and she wants to keep such relationships."

Finally, another professor noted that "his major rewards are clearly not money, but are the feelings of self-satisfaction derived from trying hard, from colleagues, from students (especially when they keep in touch after graduation), and from working in an intellectual area that is exciting and challenging."

- - - - - - - - - - - -

The appendices include:

1. A copy of the faculty version of the Liberal Arts Questionnaire.

2. The analysis report on the Liberal Arts Questionnaire.

3. A copy of an issue of TEACHING AND LEARNING NOTES, announcing the interview project.

4. The interview guide sheet.

5. Two sample summaries of faculty interviews.

6. An article describing teaching projects that appeared in the Ohio Wesleyan publication, FOCUS.

SCS/gmw

THE OWU ENVIRONMENT AND EXPERIENCE: WHAT IS IT REALLY LIKE?

How would you characterize Ohio Wesleyan University? The main purpose of this questionnaire is to find out faculty perceptions of OWU based on their experience here. We hope to find out how much agreement there is on various features of this University among faculty. This questionnaire was developed by the Counseling Center in conjunction with the Liberal Arts Task Force. In order to look at the educational experience at OWU, we are interested in determining faculty perception and experience at OWU. Information on where the faculty stand on various facets of this questionnaire may provide a departure point for discussion and change. We hope that this will be the start of a data base that can be used and built upon by many different groups. Similar questionnaires will be given to students and administrators. Whether faculty experiences and perceptions differ from those of students or administrators will be explored. The individual information of this questionnaire will be kept strictly confidential. Only group data will be shared with faculty, students and administration.

INSTRUCTIONS: Please record your answers on the blanks to the left of each question.

Classification Items: Department _____

Faculty Rank _____

Years at OWU _____

This identification is necessary for the data analysis and will not be used to identify your individual responses in any information given out. After completing this questionnaire, sign the card with your name on it, and place the card and the questionnaire in the envelope which is available in your department's office. Do not attach the card to the questionnaire as the card is merely to determine which questionnaires have been returned.

PART I -- This group of statements and questions mainly refer to the academic aspects of Ohio Wesleyan University and your perceptions of students.

_____ 1. Which statement below most nearly describes your role as teacher at OWU?
A. Teacher dispenses knowledge, or assigns sources, which it is the student's job to master.
B. Teacher directs his effort flexibly in order to help students learn.
C. Teacher and students work together as both he and they increase their understanding of the subject.
D. Teacher serves mainly as a resource for students, while students have principal responsibility for making and carrying out their own plans.

_____ 2. What percentage of the courses at OWU do you think students find challenging?
A. 0-20% B. 20-40% C. 40-60% D. 60-80% E. 80-100%

_____ 3. What percentage of students take academics seriously at OWU?
A. 0-20% B. 20-40% D. 40-60% D. 60-80% E. 80-100%

_____ 4. The diversity of courses offered at OWU is
A. Too narrow. B. Generally satisfactory. C. Too broad.

_____ 5. What percentage of courses at OWU require a lot of study and preparation by students outside of class?
A. 0-20% B. 20-40% C. 40-60% D. 60-80% E. 80-100%

_____ 6. What percentage of faculty here expect students to think, not just to memorize answers?
A. 0-20% B. 20-40% C. 40-60% D. 60-80% E. 80-100%

_____ 7. What percentage of professors are very thorough teachers and really probe into the fundamentals of their subjects?
A. 0-20% B. 20-40% C. 40-60% D. 60-80% E. 80-100%

_____ 8. Grading at OWU is
A. Very well done.
B. Generally OK.
C. In need of improvement.
D. Very much in need of improvement as far as fairness or equality between courses is concerned..

_____ 9. Difficulty of courses of similar levels across departments is
A. Very similar.
B. Moderately similar.
C. Somewhat similar.
D. Very dissimilar.

_____ 10. The range of courses required for a degree at OWU is
A. Too narrow.
B. Generally satisfactory.
C. Too broad.

_____ 11. If there were no distribution requirements, how many courses would you want students to take outside of their major?
A. More than presently.
B. Same number.
C. Fewer than presently.

_____ 12. If I could change the distribution requirements, I would
A. Reduce distribution courses (outside of major course).
B. Keep the same number.
C. Increase the number of distribution courses.

_____ 13. The standards of achievement required at OWU are
A. Too high.
B. Satisfactory.
C. Too low.

_____14. At present OWU is
A. Requiring too many courses outside the student's major.
B. Not requiring enough courses outside the student's major.
C. At a good balance on courses outside the student's major.

The following statements may or may not be characteristic of OWU as you have experienced it. Mark your responses as to whether you agree or disagree that the statement is characteristic of OWU according to the following code:

A. Strongly agree
B. Agree
C. Don't know, not sure
D. Disagree

_____ 15. Open-mindedness about new knowledge and ideas is strongly stressed.

_____ 16. Many students develop a strong sense of responsibility about their role in contemporary social and political affairs.

_____ 17. There are good opportunities here to know and appreciate different kinds of people and different cultures.

_____ 18. Many students are genuinely concerned about major social problems such as civil rights, justice, energy and environmental quality.

_____ 19. Students often get pretty involved in discussions about values, morality and ethics.

_____ 20. Students generally hope they can contribute to improving the quality of life -- for others as well as for themselves.

_____ 21. Career-oriented course offerings at OWU
A. Conflict with the liberal arts tradition.
B. Complement the liberal arts tradition.
C. Do not affect the liberal arts tradition.

_____ 22. In regards to career related information in the classroom
A. There is too much career emphasis.
B. The overall balance is satisfactory.
C. There is too little career emphasis.

_____ 23. Career information should primarily be provided through
A. The academic advising process.
B. Offices within the CAP Center.
C. The classroom
D. None of the above as it is not part of the liberal arts tradition.

_____ 24. Select the statement you find most characteristic of the faculty at OWU.
A. From their own personal experience some of the faculty members are very familiar with business, industry, government, or other work outside of academic life.
B. There is a lack of touch between faculty and the real world of work.

_____ 25. How adequate are the reading and study skills of freshmen?
A. Very much in need of improvement
B. Moderately in need of improvement
C. Somewhat in need of improvement
D. No improvement needed.

_____ 26. How adequate are students' reading and study skills in general?
A. Very much in need of improvement.
B. Moderately in need of improvement.
C. Somewhat in need of improvement.
D. No improvement needed.

_____ 27. What has been the general pattern of study of most of your students?
A. They usually coast, but work fairly hard at times.
B. They work at a moderate level fairly steadily.
C. They work at a moderate level and sometimes quite hard and long.
D. They work fairly intensively most of the time, and hard and long at times.

_____ 28. Have they kept up-to-date on your assignments?
A. They have almost always been behind on my assignments.
B. More often than not they have been behind.
C. More often than not they have kept my assignments up-to-date.
D. They have almost always kept up to date.

_____ 29. Students invest time and energy studying for different reasons. Class in and class out, day in and day out, what is the PRINCIPAL reason your students study for your courses?
A. To have a sense of mastering the material, of doing a job well.
B. To complete a requirement for graduation and to obtain academic credit.
C. To broaden their general knowledge, understanding, or background.
D. To get a good grade.
E. To learn something that will be useful vocationally or in other future activities.

Different courses call forth different mental activities in study. In general though, what percent of time do you think students spend on the following mental activities as they study for your courses? Because activities can overlap in time, percents need not add to one hundred.

A. 5% or less
B. 6 - 20%
C. 21-50%
D. 51-80%
E. 81% or more

_____ 30. Memorizing: learning specific things, words, ideas, methods, so that they can remember them pretty much in the same form in which they encountered them.

_____ 31. Interpreting: mentally putting things in different terms, translating, reorganizing, making inferences or extensions of thinking based on principles given.

_____ 32. Applying: drawing upon a variety of concepts and applying them to new problems or situations.

_____ 33. Analyzing: analyzing material (data, literary works, argumentative or discursive material, etc.) into parts and detecting relationships among parts and ways they are organized.

_____ 34. Synthesizing: organizing ideas, information, or parts into new plans, relationships, or structures, as in developing plans for an experiment, writing a poem or essay, deriving principles from data, integrating information from diverse sources.

_____ 35. Evaluating: making judgments about the value of materials (concepts, evidence, theories, arguments, communications) and methods.

The following five "personal philosophies" seem to be descriptive of many college students. Rate how close these statements come to your own beliefs about students by marking <u>each</u> according to the following code:

A. Best describes the personal philosophy of students at OWU
B. Second most accurate
C. Third most accurate
D. Fourth most accurate
E. Least accurate

_____ 36. <u>Philosophy I</u>. I believe that the main purpose of education is to learn and discover new ideas. I don't think that one should completely ignore social life, extracurricular activities and career preparation, but my greatest interest is in courses and independent study. When courses or ideas really interest me, I do more than class assignments.

_____ 37. <u>Philosophy II</u>. I believe that an important part of college life exists outside the classroom and library. Although occupational preparation and scholarly endeavors are important, I think that attention should be given to extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions. I think it is important to become a well-rounded person.

_____ 38. <u>Philosophy III</u>. I tend to reject most commonly held values of education. I want to search for the meaning of life and examine my own values. I think everyone should be deeply involved in ideas and art forms, both in the classroom and in the wider society. I don't believe that people should be so concerned with preparing for a career, and I don't see much point to extracurricular activities, athletics, traditions, or administrative requirements.

_____ 39. <u>Philosophy IV</u>. I believe that the main purpose of education is to train people for occupations. I think it is more important that education prepare students for their careers rather than emphasize purely social or intellectual matters. Because I want to get prepared for my future career, I'm not much interested in extracurricular activities and college traditions.

_____ 40. <u>Philosophy V</u>. I believe that higher education should ultimately be oriented toward transcending narrow elite or vocational interests and should train students to have broad social and humanitarian concerns. In this way, as well as in others, the University has the intellectual and moral responsibility to both the immediate and larger communities to train people to become involved citizens and to work toward a more meritocratic and humane society.

Please rank these five educational objects according to their importance to students. Use each letter only once.

A. Greatest importance
B. Second in importance
C. Third in importance
D. Fourth in importance
E. Least important

_____ 41. Develop skills and techniques directly applicable to a career.

_____ 42. Develop ability to get along with different kinds of people.

_____ 43. Develop intellectual interests and appreciation of ideas.

_____ 44. Develop a satisfying philosophy of life.

_____ 45. Develop interest in and appreciation of the arts.

Please rate each educational objective according to the progress you feel students in general have made toward reaching it since coming to OWU.

A. Much progress
B. Some progress
C. Little or no progress
D. Not a goal I hold

_____ 46. Develop skills and techniques directly applicable to a career.

_____ 47. Develop ability to get along with different kinds of people.

_____ 48. Develop intellectual interests and appreciation of ideas.

_____ 49. Develop a satisfying philosophy of life.

_____ 50. Develop interest in and appreciation of the arts.

Part II -- This section refers to relationships between student and faculty.

During the PAST TERM

_____ 51. How many different INDIVIDUAL students have you talked with for more than five minutes, outside of a class meeting or scheduled independent study or tutorial conference?
A. 0-1 B. 2-5 C. 6-10 D. 11-15 E. 16 or more

_____ 52. How many CONVERSATIONS OR CONFERENCES have you had lasting more than five minutes, outside of a class meeting or scheduled independent study or tutorial conference?
A. 0-1 B. 2-5 C. 6-10 D. 11-15 E. 16 or more

_____ 53. How many students do you know quite well and are personally interested in how they are getting along?
A. 0-1 B. 2-5 C. 6-10 D. 11-15 E. 16 or more

_____ 54. How many times have you participated with students in out-of-class activity groups, meals, or social occasions?
A. 0-1 B. 2-5 C. 6-10 D. 11-15 E. 16 or more

_____ 55. How many times have you been in the residences of students?
A. 0-1 B. 2-5 C. 6-10 D. 11-15 E. 16 or more

_____ 56. How many times have you gone to a residence hall and talked with one or more students in a formal or informal gathering?
A. 0-1 B. 2-5 C. 6-10 D. 11-15 E. 16 or more

_____ 57. What proportion of your colleagues really welcome a visit from students to their offices to discuss interesting ideas, or difficulties encountered in a course they are taking with them?
A. 0-20% B. 20-40% C. 40-60% D. 60-80% E. 80-100%

Below are listed several ways in which you may or may not have been influenced by your relationships with students. Indicate how much you were influenced by writing the most appropriate option opposite EACH alternative.

A. Not at all
B. To a minor extent
C. To a moderate extent
D. To a major extent
E. Profound influence

_____ 58. Becoming more open to people and more understanding of them.

_____ 59. Seeing myself more clearly.

_____ 60. Increasing my range of feelings, sensitivities and awareness (aesthetic, social, spiritual).

_____ 61. Increasing my sense of purpose and direction.

_____ 62. Clarifying my values and beliefs.

_____ 63. Increasing my intellectual competence and/or curiosity.

The substance of student-faculty conversations and exchange varies from student to student and faculty member to faculty member. For the items below indicate the amount of conversational time spent during the past term by listing the letter of the most suitable option for EACH TOPIC or conversation.

A. None
B. About half an hour
C. About an hour
D. Two or three hours
E. Four hours or more

How much time has been spent talking with students about the following?

_____ 64. Formal academic arrangements (scheduling, requirements, credits, etc.)

_____ 65. Questions, ideas, problems concerning their future educational or vocational plans.

_____ 66. Problems and issues of immediate concern in their personal life (adjustment to academic program, social relations, worries, etc).

_____ 67. General topics in the academic field of the student.

_____ 68. Campus events, activities, issues.

_____ 69. How satisfying do you find your relationships with students at OWU?
A. Very unsatisfactory.
B. Somewhat unsatisfactory, needs some improvement.
C. Neither satisfactory nor dissatisfied.
D. Satisfactory.
E. Very satisfied.

_____ 70. How satisfied are you with your academic advising?
A. Not satisfied at all.
B. Could be better.
C. OK.
D. Satisfactory.
E. Very satisfied.

_____ 71. On the average, how much time did you spend with your academic advisees last term on matters relating to their courses at OWU?
A. 15 minutes or less.
B. Approximately 30 minutes.
C. Approximately 1 hour.
D. Approximately 1 1/2 hours.
E. Two hours or more.

The following statements may or not be characteristic of student-faculty relationships here at OWU as you have experienced them. Make your responses as to whether you agree or disagree that these statements are typical of your experiences according to the following code.

A. Strongly agree
B. Agree
C. Don't know, not sure
D. Disagree
E. Strongly disagree

_____ 72. Faculty members are concerned that students are learning the material and go out of their way to help them.

_____ 73. Students often see and talk with the professors outside of class.

_____ 74. Most faculty members try to stimulate student interest and enthusiasm in their courses.

_____ 75. Students who are having difficulty in a course are encouraged to talk with the professor about it.

_____ 76. Faculty members encourage class discussions with lots of student participation.

_____ 77. If students make the effort, faculty are accessible.

_____ 78. Faculty are usually very helpful if students go to see them.

_____ 79. For the most part, faculty members show interest and concern about students as individuals beyond just academic matters.

Part III. This group of statements and questions deals with values.

_____ 80. Each discipline should include as essential content a critical examination of the personal and social values that govern the uses of knowledge.

A. Strongly disagree
B. Disagree
C. Uncertain
D. Agree
E. Strongly agree

_____ 81. Which one of the following statements best describes an educator's role in moral and ethical development of students?

A. Values are formed outside the process of formal education and should be largely ignored by students.
B. Educators should assist students to learn to respect the values of others.
C. Educators should allow or encourage students to choose his/her own values.
D. Educators should make an explicit decision to teach a value system which is in harmony with his/her personal beliefs and the goals of the University.
E. None of the above.

Indicate the extent to which you employ the following teaching strategies to influence student's value development.

A. Never
B. Seldom
C. Usually
D. Frequently
E. Consistently

_____ 82. Explore consequences of certain values under different conditions.

_____ 83. Attempt to relate technical/disciplinary information to human values.

_____ 84. State explicitly own values relevant to subject matter.

Part IV. -- There are two open-ended questions. Please feel free to use additional paper if you need it.

What suggestions would you make to a long-range planning committee on the future of the liberal arts? You may wish to consider some of the following: academic core curriculum, distinctiveness of a small liberal arts college versus a large state university, a capstone course, the place of research and scholarship, relationship to the community.

Remedial work is becoming more necessary in colleges across the nation for students to do college level work. What are the needs in this area at OWU? How can these needs be met?

THE LIBERAL ARTS AT OHIO WESLEYAN UNIVERSITY

PERCEPTIONS
BEHAVIORS
RECOMMENDATIONS

A Study By The Liberal Arts
Task Force and the CAP Center

Spring 1977

152

THE LIBERAL ARTS AT OHIO WESLEYAN UNIVERSITY

PERCEPTIONS, BEHAVIORS, AND RECOMMENDATIONS

Results of a Study Conducted by the
Liberal Arts Task Force and the
CAP Center

Spring, 1977

Richard Southwick

Karl Bachman

BACKGROUND

The Liberal Arts Task Force, a faculty-administrator-student committee chaired by Professor Bernard Murchland of the Philosophy Department, was appointed by the president of Ohio Wesleyan University and charged with the responsibility of assessing the liberal arts at this institution including consideration of future directions that might be recommended. Discussions were initiated with a focus on the liberal arts from both an historic and philosophical perspective. The task force became interested in precise information regarding attitudes and perceptions towards the liberal arts from the various groups that together comprise the Wesleyan community -- students, faculty, trustees, alumni and parents. At this point two psychologists (Richard Southwick and Karl Bachman) from the CAP Center were called in as consultants. At their suggestion a questionnaire was developed which would provide data specific to the total campus environment.

Environmental assessment instruments available from publishers and other institutions were considered for possible use in this project. These included instruments developed by Arthur Chickering, Alexander Astin, and the ecosystems model developed by the staff at WICHE (Western Interstate Commission on Higher Education). The consultants, with the support of the task force, developed an assessment instrument that would provide two kinds of information: (1) perceptions of Ohio Wesleyan University including the degree of satisfaction the subject expressed with his or her perceptions of the environment and (2) actual behaviors of the subject as a measure of what was happening on the campus at the time and as a check on perceptions.

The final version of the assessment instrument (Liberal Arts

Questionnaire) administered to students included items covering the following general topics:

faculty teaching and courses
academic orientation
career needs
adequacy of learning skills
mental activities utilized in studying
personal philosophies
importance of various educational objectives
academic advising
student-faculty relationships
student-administration relationships
values
student relationships and activitis

The student form included 160 items with a five-choice Likert-style response format plus two open-ended questions answerable in a narrative format. A separate optically scanned answer sheet was provided. Two modifications of the student form were developed for administration to either faculty and administrators or to trustees, alumni and parent organization. The faculty form, an 84-item questionnaire, omitted items on student extracurricular activites while including questions about the faculty member's orientation to the place of values in their teaching. The form given to administrators was similar to the faculty version with additional items on student-administration relationships. The 72-item trustee form was also given to members of the Alumni Board and Parents Council.

Some identification data was requested from each group. Students were asked to furnish their student number in order to facilitate subsequent analyses by various sub-groups such as class, major, residence, and sex. Faculty were asked to provide department, rank, and length of time at Ohio Wesleyan University; administrators furnished their title, office, and years at Ohio Wesleyan University; trustees answered years

as trustee, committee assignment, whether a graduate of Ohio Wesleyan and if so, the year of graduation.

The Liberal Arts Questionnaire (hereafter referred to as LAQ) was distributed and collected during Spring Term, 1977. Various resources and personnel were utilized to obtain participation from all segments of the student population -- residence halls, fraternities, off-campus and commuter students. Of the 2250 students enrolled at Ohio Wesleyan University, 873 (38.8% of the student body) completed the LAQ. Ultimately 107 of the faculty (63%) returned the completed questionnaire, 30 of the 35 administrators, and 28 of the 35 trustees. In addition five letters were received from trustees explaining why those individuals were unable to respond to the LAQ (new trustee, insufficient contact with OWU at present, death in family). Members of both the Alumni Board and Parents Council responded to the LAQ (11 and 7 respectively). Their results have been analyzed but are not included in this report.

The initial analysis of the data obtained from the Liberal Arts Questionnaire comprises the bulk of the subsequent portions of this report. Answer sheets from the student form were optically scanned and frequency distributions tablulated. Cards were punched for analysis of sub-groups at a later date. Faculty, administrator, and trustee responses were analyzed using the SPSS (Statistical Package for Social Sciences) computer program. The breakdown in the report is by major groups only (students, faculty, administrators, trustees). Further analyses are either available or can be accomplished through the CAP Center for sub-group comparisons or between groups utilizing a number of statistical techniques. To maintain the promised confidentiality of individual responses, only group data will be released.

QUESTIONNAIRE FINDINGS

Faculty Teaching and Courses

The first section of the Questionnaire focused on the academic characteristics of Ohio Wesleyan University. Students at Ohio Wesleyan University have a traditional, ofttimes conservative orientation toward teaching and teachers and express general satisfaction with the basic aspects of the academic environment. The vast majority of the student respondents believe the role of the teacher is to dispense knowledge and help the student to learn, in a sense indicating that faculty are perceived as more traditional and lecture oriented. A more independent role for students or a strongly collaborative relationship with the teacher in the learning process is the perception of a minority segment (14%) of students. Faculty see themselves as helpful and flexible in their role as teachers and view the straight dispensing of knowledge as less descriptive of their role. Trustees have differing ideas on the role of the teacher at Ohio Wesleyan University. Approximately half describe the role as one in which the teacher directs his effort flexibly in order to help students learn. The second largest group of trustees see teacher and students working together as both increase their understanding of the subject. A third view is the more traditional, conservative view of the teacher as dispensing knowledge which it is the student's job to master.

In general, students find their courses challenging, see their peers taking academics seriously, and find their teachers to be both competent and demanding with the emphasis on thinking in the learning process rather than memorization of subject matter. Even the ofttimes discussed topics

of distribution requirements and required courses for specific academic majors did not provoke a decisive response from students in a critical direction. Of the students responding 79% indicated they would take the same number of courses outside their major if distribution requirements were eliminated. Fifty-one percent of the students would reduce distribution requirements if given the opportunity while 39% would keep the same number. Thirty-five percent of the students feel too many courses are required outside their major while 53% indicate satisfaction with the present balance between distribution requirements and courses required in their majors. Faculty agree that the bulk of students find classes challenging and that students take academics seriously. Both faculty and students are satisfied with the diversity of courses, although some teachers see the offering as too broad while some students take the opposite stance. Both students and administrative staff see faculty placing more emphasis on thinking rather than memorization. All respondents agree that grading needs improvement with faculty more emphatic in this regard (54%) than students (38%). Faculty see strong dissimilarities between course difficulty across departments in contrast to student and administrator perceptions. The issue of distribution requirements finds faculty satisfied with present numbers and an indication that any change should be in the direction of increased requirements. Trustees agree that the bulk of students find classes challenging and that students take academics seriously. The diversity of courses is seen as satisfactory. Most faculty are perceived as expecting students to think rather than just memorizing the answers. A majority of trustees feel grading at Ohio Wesleyan is in general satisfactory while one-third feel that grading is in need of improvement. Trustees see strong dissimilarities in the difficulty of courses of similar levels across departments. The range of courses required for a

degree at Ohio Wesleyan University is seen as generally satisfactory. Although many trustees are satisfied with the distribution requirements, half would like to increase the number of distribution courses (outside of major courses). The standards of achievement are seen as satisfactory by most trustees but with a sizable (27%) minority seeing them as too low. Half of the trustees see Ohio Wesleyan as maintaining a good balance on courses outside the student's major. About 45% think that not enough courses outside the student's major are required.

Academic Orientation: Values and Goals

Student perception of certain characteristics of the institution and of their behavior in the academic context were explored by the Questionnaire. By a 2-to-1 majority, students see Ohio Wesleyan as characterized by an openmindedness about new knowledge and ideas, yet they do not see themselves developing a strong sense of responsibility about their role in contemporary social and political affairs. A majority of those responding do not feel that students are deeply concerned about major social problems (e.g., civil rights, energy, environmental quality) although an important minority disputed this position (29%). A sizable majority of students (75%) value the opportunities to know and appreciate people and cultures different from their own -- another indication of the out-of-classroom orientation to education many students have.

On two issues the response pattern suggests an important split in student perceptions. Forty percent of students see 1) discussions about values, ethics and morality, and 2) the objective for students of improving the quality of life for themselves and others as characteristic of Ohio Wesleyan University while 40% of the respondents see these statements as

not characteristic of this institution. This pattern may be indicative of more basic differences between values, expectations, and other personal qualities of important segments of this student population.

Faculty and administrators generally felt the Ohio Wesleyan climate supported an openness about new ideas and knowledge and that knowing different peoples and cultures was also stressed. Faculty saw students striving to improve the quality of life to a greater extent than did students themselves. Faculty and administrators agreed that a role in social and political affairs and involvement in major social issues are low priorities at Ohio Wesleyan University.

In contrast trustees generally felt that all the following statements are characteristic of Ohio Wesleyan University:

1. Openmindedness about new knowledge and ideas is strongly stressed.
2. Many students develop a strong sense of responsibility about their role in contemporary social and political affairs.
3. There are good opportunities here to know and appreciate different kinds of people and different cultures.
4. Many students are genuinely concerned about major social problems such as civil rights, justice, energy and environmental quality.
5. Students often get pretty involved in discussions about values, morality and ethics.
6. Students generally hope they can contribute to improving the quality of life for others as well as for themselves.

Career-Oriented Needs

Faculty, students, administrators and trustees agreed that career-oriented class offerings complement the liberal arts tradition. Students would like more emphasis in the classroom but are generally satisfied with the present balance. Students see both the academic advising process

and the CAP Center as primary career resources although about 21% expressed the belief that the classroom should be the primary source. Faculty see the CAP Center as the primary source of career information -- not the classroom. Trustees feel that career related information in the classroom is at a satisfactory balance while one-fourth feel that there is too little career emphasis. Trustees feel that career information should be primarily provided in the academic advising process and in the offices within the CAP Center. Faculty and students agree that the teaching staff are very much in contact with or knowledgeable about the world of work beyond the cloistered walls of academia. Slightly over half of the trustees perceive faculty as familiar with business, industry, and the world of work.

Adequacy of Learning Skills

Faculty, administrators and trustees see incoming students (freshmen) as lacking in reading and study skills. A large majority of the faculty, administrators, and trustees indicate that students in general (including upperclassmen) still need to improve these basic skills. A majority of students (83%) reported their study skills were in need of improvement when they first came to Ohio Wesleyan University and 80% report they still need improving. A majority (56%) indicate a pattern of study that varies from fairly moderate levels to intensive effort much of the time while only 21% said they usually coast. A minority reported they were most often behind schedule on school assignments but 73% perceive themselves as generally up-to-date with school work. The largest group of students (38%) study for knowledge and understanding, 20% indicate the motivation is grades, 18% for a sense of doing a job well, 14% because of future vocational utility, and 10% in order to complete graduation requirements.

Faculty and staff sayit is primarily for graduation requirements and grades. Students are seen by trustees as studying primarily to complete a requirement for graduation and to obtain academic credit.

Mental Activities in Studying

There is consistent agreement among students, faculty, administrators, and trustees regarding which mental activities are utilized in studying. Memorizing, applying, and interpreting have the highest priority while all groups agree evaluating and synthesizing are the least used processes involved in studying. Although students perceive teacher and learning emphasis upon thinking rather than memorization, they report spending more time memorizing than in any other mental activity. Given the assumptions about a liberal arts education, it is puzzling that both teachers and learners seem to spend less time and are less concerned about the importance of evaluation, i.e., making judgments about the value of what is learned.

Personal Philosophies

"Becoming a well-rounded person" described the goal of higher education for 43% of the student respondents. These persons believe that an important part of college life lies outside the typical academic parameters. They emphasize the value of relationships, athletics, and extracurricular activites more than studies and learning activities.

The next most popular philosophy stressed the importance of learning, of discovering new ideas, of going beyond the required assignment for classes. These students acknowledge the value of extracurricular activity and career preparation in college but hold them as distinctly secondary in their education priorities.

A social-humanitarian orientation ranks third with student respondents. This philosophy seems to be an important alternative choice for many students though not sufficiently popular to provide that unique attribute many alumni rank as the special quality of a liberal arts education at Ohio Wesleyan University: a life-long commitment to social service -- the humanitarian cause.

A small minority (less than 10% in each case) of the students sampled could identify with the career-vocational education philosophy (fourth) or with the "purist orientation" to education (fifth) as a life-long search for the meaning of life which includes the stimulus of the classroom but goes far beyond. This latter group apparently would exclude athletics, traditions, and extracurricular activity from this never-ending search for the meaning of life. Trustees and administrators perceive accurately the order that students would rank the personal philosophies of education. Faculty see students as more interested in a philosophy that stressed occupational preparation than do the students themselves. The social-humanitarian orientation ranks third with student respondents while faculty rank this fourth.

Educational Objectives

When asked to rank educational objectives, a marked shift is evident in student priorities. The importance of developing career-vocational skills in college is virtually equal with the value they place on intellectual development or the ability to relate effectively with other people. Philosophical and esthetic skills appear to have a low priority with Ohio Wesleyan students. If asked to rate these educational objectives according to the growth experienced since coming to Ohio Wesleyan, most students ranked the ability to get along with others first with intellectual

growth and career skills closely behind. Again, the development in more abstract intellectual and esthetic areas was rated last.

Faculty and administrators rank as the most important educational objective of students development of skills and techniques directly applicable to a career. They rank developing the ability to get along with different kinds of people and developing intellectual interests and appreciation of ideas as the second and third most important objectives of students. Students, however, rank the latter two (getting along with different kinds of people and developing intellectual interests and appreciation of ideas) as the first and second most important educational objectives to them. The students rank the development of skills and techniques directly applicable to a career as third in importance to them. All groups (faculty, administrators and students) agree that the lowest educational objective of students is to develop interest in and appreciation of the arts.

The various groups also rated each educational objective according to the progress they felt students in general have made toward reaching that objective since coming to Ohio Wesleyan. Faculty see students as making greatest progress in developing intellectual interests and appreciation of ideas. Students and administrators see the development of the ability to get along with different kinds of people as the objective in which students have made the most progress since coming to Ohio Wesleyan, and developing intellectual interests and appreciation of ideas as second in the amount of progress attained.

Trustees were asked to rank the five educational objectives according to importance to students. Trustees rank as the most important educational

objective of students the development of skills and techniques directly applicable to a career. They rank the development of intellectual interests and appreciation of ideas second. The development of the ability to get along with different kinds of people is ranked third and the development of a satisfying philosophy of life is ranked fourth. The development of interest in and appreciation of the arts is ranked as least important. The trustees also rated each educational objective according to the progress they felt students in general have made towards reaching that objective since coming to Ohio Wesleyan. Trustees see students as making the greatest progress in developing the ability to get along with different kinds of people. Developing skills and techniques directly related to a career are seen as the third highest area of progress. Developing a satisfying philosophy of life is seen as fourth and the least progress is seen in developing interest in and appreciation of the arts.

Academic Advising

In terms of behavioral indices rather than perceptions, some interesting data on time spent in academic advising is provided. Forty-two percent of the student respondents spent 15 minutes or less with their academic advisor last term while 28% spent between 15 and 20 minutes. This suggests that little time is spent in formal academic advising with most (70%) students. Does most academic advising come from other faculty, peers, or non-faculty staff?

Faculty are split in their views of their satisfaction with their academic advising. Forty percent report being unhappy with their academic advising while 52% report it as being at least satisfactory. Students follow a similar pattern with 37% not being content with the academic

advising they are receiving and 46% feeling that the academic advising is acceptable. Eighty percent of the faculty responding indicate that they spend one-half hour or less on the average per term with their advisees. Students generally agree with this faculty report.

Student-Faculty Relationships

The responses to questions regarding student-faculty relationships suggest limited interaction beyond the classroom. For example, 77% of the students reported "one or less" contacts with faculty in residence hall settings and 69% of the students have been in faculty homes "one or less" times, i.e., virtually never. Less than half (48%) of the students have particpated with faculty in out-of-class activities on two or more occasions, again implying that the majority have virtually no informal social contact with their teaching faculty. The bulk of students feel that most teachers welcome a visit to their offices for informal conversation. Fifty-two percent of the students reported knowing from two to five faculty quite well and 84% indicated knowing up to five faculty who are personally interested in their welfare. A significant number of students (65%) have had five or fewer conversations or conferences outside of a class meeting, scheduled independent study or tutorial conferences for periods of time greater than five minutes during a specific term. The pattern evident in these relationships seems to be one of comfort in student-faculty interactions but relatively infrequent contact outside of the classroom.

An important issue is the extent to which faculty influence student values, goals, and behaviors. The most important impact seems to be in the intellectual area where 40% of the student respondents report faculty have a major or profound influence. Faculty also are seen as heightening

the students' sense of purpose and direction to a major extent by at least 30% of the students. Faculty impact on student self-understanding, clarification of values, range of feelings and sensitivities, and understanding of others was minimal, i.e., 17% of the students indicate significant influence from faculty.

Students were asked to respond to how satisfying they found their relationships with faculty and faculty were asked the same question regarding their relationships with students. There is a discrepancy in satisfaction between the two groups. Faculty tend to be satisfied (74% satisfied or very satisfied) while less than half of the students (43%) report being satisfied or very satisfied with their relationships with faculty. Forty percent of the students report varying degrees of dissatisfaction and 17% were ambivalent. A similar response pattern is evident with academic advisors, i.e., 37% are somewhat unhappy while 46% express satisfaction. Again, the question is raised on the split character of the Ohio Wesleyan University student body in terms of values, goals, and expectations. Faculty, in general, perceive much more student-faculty out-of-class interaction than do students. Reports of actual behavior by both students and faculty support the students' view that in general there is limited interaction beyond the classroom.

Faculty tend to view their colleagues as open and approachable by students. Students have widely varying views upon this. Students and faculty responded to ways in which they may or may not have been influenced by relationships with each other. Both students and faculty listed clarifying of personal values and beliefs as influencing them to the <u>least</u> extent. Students report increasing intellectual competence and/or curiosity as being most influenced by faculty. Increasing one's sense

of purpose and direction is the second greatest influence faculty has had on them.

The faculty, administrators and students responded to whether various statements were characteristic of student-faculty relationships. Students, faculty and administrators agree that the statements "students who are having difficulty in a course are encouraged to talk with the professor about it" and "if students make the effort, faculty are accessible" were most characteristic of student-faculty relationships at Ohio Wesleyan University. There was general agreement with the idea that faculty members are concerned that students are learning the material and go out of their way to help them, although faculty found it more characteristic of teachers than did students. Both faculty, administrators and students agree that the statement, "faculty members encourage class discussions with lots of student participation" is not characteristic of Ohio Wesleyan University. This is in line with the students' traditional view of faculty. Faculty, administrators and students agree that faculty are usually very helpful if students go to see them. Faculty, administrators and students also agree that for the most part faculty members show interest and concern about students as individuals beyond just academic matters. Interestingly on this last statement administrators are the most positive of the three groups.

Trustees were asked whether certain statements were characteristic of student-faculty relationships here at Ohio Wesleyan. Trustees in general were very positive about student-faculty relationships. They very strongly agreed that if students make the effort faculty are accessible. Faculty members are seen as trying to stimulate student interest and enthusiasm in their courses. Faculty members are seen as concerned that students are

learning the material and go out of their way to help them. For the most part, faculty are seen as showing interest and concern about the students as individuals beyond just academic matters. Faculty are viewed as very helpful if students go to see them. The trustees agree, but to a lessor extent, that students often see and talk with professors outside of class. Trustees also tend to agree, but not strongly, that faculty members encourage class discussions with lots of student participation.

Student-Administrative Personnel Relationships

Administrative offices tend to be viewed by students as bureaucratic and impersonal with limited flexibility in terms of applying rules to individual situations. Many students feel that administrative personnel try to be helpful, although a significant proportion of those responding admitted they are not confident that they are knowledgeable about how these various offices function or are supposed to function.

Trustees rated a number of statements about what was characteristic of student-administrative personnel relationships here at Ohio Wesleyan University. Trustees perceive that offices dealing with student services -- such as the CAP Center -- are personal and helpful. Most offices are seen to be well organized and efficient. Trustees indicate that if people in an office cannot answer questions they usually try to help students find the answers. Clerks and assistants are perceived as not making students feel that they don't have time to bother with them. Offices that deal with rules and regulations are not typically impersonal and bureaucratic. Trustees think that in many offices it is not difficult for students to get information they really need. The rules are made to be followed according to trustees and it is very difficult to get approval for an exception or a special petition. Most administrators are

seen as willing to interpret regulations in a way that is helpful to individual or unusual cases. Trustees were asked how satisfying they found their relationships to students at Ohio Wesleyan University. Twenty percent responded that they found their relationships unsatisfactory with students while 71% of the respondent found the relationships with students at Ohio Wesleyan University as satisfactory or very satisfactory.

Values

Apparently Ohio Wesleyan University students believe that a contribution should be made through the formal education process to the ethical and moral development of the students. According to 30% of the respondents, educators should assist students to respect the values of others while 50% feel the classroom is an appropriate forum where students should be encouraged to choose their own values. However, a significant minority (17%) expressed the belief that these values are outside the province of the formal educational process.

Less than 50% of the faculty feel that each discipline should include as essential content a critical examination of the personal and social values that govern the uses of knowledge. The role of the educator in the moral and ethical development of students was explored. Very few of any group responded that values are formed outside the process of formal education. Over 50% of the faculty see the role of the educator as assisting students to learn to respect the values of others and 22% see their role as encouraging and allowing students to choose his/her own values. Administrators as well as students see as the most important role for educators allowing or encouraging students to choose his/her own values. Assisting students to learn to respect the values of

others is a secondary role. Forty-two percent of the faculty responded that they don't try to influence students' values through exploring consequences of certain values under different conditions, attempting to relate technical/disciplinary information to human values, and stating explicitly their own values relevant to subject matter. The administrators report exploring consequences and attempting to relate technical/disciplinary information as strategies influencing students' value development but only 28% report that they try to influence students' value development by stating explicitly their own values relevant to the subject matter.

Sixty-four percent of the trustees responding feel that each discipline should include as essential content a critical examination of the personal and social values that govern the uses of knowledge. Twenty-eight percent disagree with this. Trustees were split on what best describes an educator's role in moral and ethical development of students. The highest ranked role (42%) is that educators should assist students to learn to respect the values of others. Twenty-five percent of the trustees responding said that educators should allow or encourage students to choose their own values. Twenty-five percent said that educators should make an explicit decision to teach a value system which is in harmony with his/her personal beliefs and the goals of the University. Trustees reported a number of strategies which could be used to influence students' value development. These included: exploring consequences of certain values under different conditions; attempting to relate technical/disciplinary information to human values; and stating explicitly their own values relevant to the subject matter.

Student Relationships and Activities

The Questionnaire also looked at relationships among students and students' affiliation with campus groups. The students at Ohio Wesleyan average 4 to 9 close friends with many students acquainted with over 100 other students. A majority of the students have six or more casual coke, coffee, or study encounters with persons of the opposite sex during one term. The dating habits of the Ohio Wesleyan University students are mainly focused around informal dates for movies, student gatherings, and other activities. Formal dates to dances and big parties are not a major part of dating activity. Seventy-five percent of the students have two or less formal dates during one term.

Topics of conversation with friends and acquaintances vary among the students at Ohio Wesleyan. Most time is spent on problems and personal concerns in their personal lives, such as adjustment to the academic program, social relations, worries, etc. International affairs was the least discussed topic with 67% of the students spending one-half hour or less on this topic in one week. Enjoying spontaneous friendly relationships per se is an important part of relationships at Ohio Wesleyan. Students reported exploring moral and religious issues as least characteristic of their relationships with a best friend or of relationships with a group of close friends. Students find that relationships help them to see themselves more clearly and to become more open to and understanding of other people. Students see their primary affiliation with dorms, living units, or fraternities and sororities. A very high percentage (91%) are satisfied with their primary group. The time spent with this group varies widely from two hours or less per week to over 21 hours per week. Most of those students in general are satisfied with friendships and social interactions at Ohio Wesleyan. However, a significant minority (34%) of the students

reported some dissatisfaction.

Students participate in a wide range of extracurricular activities. Sports (varsity or intramurals) has the most participation by students with one-third of the students participating actively in some sport. Planning and regulatory activities of their living unit is a major extracurricular activity of students. Drama, music and art activities (in a non-audience capacity) draw a significant amount of student participation. Social service or special education work (tutoring, leading youth groups, leading recreation, etc.) involve many students. Forty percent of the students participate in three or more activites during a term at least to a limited degree. Seventy percent of the students participate in two or more extracurricular activities during a term. The diversity in numerous activities allows almost half of the students to be involved in some type of leadership role in their extracurricular activities.

Out-of-class time is spent in many different ways. Fifty-six percent of the students report spending twenty or more hours a week studying. However, 44% report spending 19 hours or less each week in study activity. Attending movies, plays, concerts, visiting speakers is a major activity of many students. Reading for pleasure is another main activity. Informal discussions about serious topics consume more time than any other single out-of-class activity. Television is not a major activity with students. Over one-third report watching no television at all and another third report watching three hours or less television per week. One-fourth of the students report not drinking any alcoholic beverages at all while one-third average one or more drinks per day.

A number of statements about extracurricular activities are

described as being characteristic of Ohio Wesleyan. The following statements were seen as "most characteristic":

> Students develop friendships with many people outside their major areas.
>
> It is easy to find a congenial group of students to go with to the movies, campus concerts, athletic events, etc.
>
> Students often help each other study and review for tests.
>
> There are so many activities and events here that students can always find interesting things to do.

Student activities and social life are characterized as informal and friendly by a majority of the students.

Eighty percent of the students at Ohio Wesleyan University perceive the campus judiciary system as at least moderately in need of improvement. Students feel that the University rules are generally satisfactory. However, they feel their peers should be responsible for more strict enforcement of these rules. Most students think that the disciplinary actions by the University are generally satisfactory, although about one-fourth find the actions too weak. As far as moral and ethical development, students feel that the educator's role should be to allow or encourage students to choose his/her own values.

NARRATIVE COMMENTS

For Long-Range Planning

The Liberal Arts Questionnaire sent to faculty, trustees and administrators provided an opportunity for these individuals to respond to several questions in narrative form. The questions invited suggestions they would make to a long-range planning committee on the future of the liberal arts and any comments regarding needed remedial programs for students at Ohio Wesleyan University. The most significant comments were gathered on the question pertaining to long-range planning for the liberal arts and seem to focus on the question of values, the quality and continuing integrity of the institution, and the imperative need for some kind of classroom experience to pull together the disparate threads of the four-year liberal arts experience. Some representative faculty comments follow:

> I think we exaggerate (in our beliefs) the integration of knowledge that takes place. I am concerned about the paucity of linkages between discipline/knowledge areas. Interdisciplinary courses is one answer. We should agree on some major beacons: internationalization, computer, values clarification. No revolutionary changes -- much of what we do is good.

> I profited as an undergraduate from core curriculum in Contemporary Civilization and in literature. I did not profit from "appreciation" courses in the arts (and I <u>am</u> interested in art and theatre). A liberal arts college should require foreign language study at literature level, not merely grammar/vocabulary level.

> Preserve our integrity -- <u>highest</u> priority -- almost as important as economic survival. This means -- 1) don't admit students who are virtually certain not to profit from what we have to offer -- based on high school performance (lowest 1/3, etc.). I believe it is unethical to accept their tuition if they are not likely to profit by being here....

> I would like to see some return to the "common course" concept once embodied in the junior-year Humanities requirement and later, to a lesser degree, in Forum. Perhaps a "capstone" course (similar to one used at Dartmouth) would be a good device; the Dartmouth approach (once considered and rejected here) involved prominent guest speakers who lectured formally and "lived in" on campus for informal contacts; it also required regular reading of the daily New York Times, in what must have been an effort to prepare the seniors for applying their liberal education to the world they were about to enter.

I think the following should be considered: courses for freshmen in several broad areas, such as: Humanities, Natural Sciences, Social Sciences. These would not be introductory to other courses offered in a specific department but would be broader in scope, designed to acquaint students with a selection of critical issues in each broad area. This system was (and may still be) in effect at Harvard; students were required to take one course from the listings in each of the two areas other than their eventual concentration.

I think the distribution requirements at OWU are minimal at best. In addition, I think we do not work our students hard enough. Perhaps one way to put more rigor into our program would be to increase the total number of units required for graduation, and then add a corresponding number of units to the distribution requirements. I realize I am mixing apples with oranges, but such a scheme might be politically acceptable.

Assign freshmen academic advisees to professors who have them in class first term freshman year. Too much emphasis on possible major which doesn't mean much. Faculty needs to know their advisees better.

The liberal arts are essential as our society becomes more automated, specialized, and competitive. The search for meaning and values, the questions surrounding ethic and human worth, and the necessity for broadened understanding and communication on the shrinking planet Earth demand a sound background for all who call themselves "educated".

Trustee responses closely resemble those of the faculty with a general concern for the quality of the institution, emphasis on values clarification, and a return to the Forum concept. Specific examples follow:

I believe ever more strongly in the liberal arts as the pace of change in society accelerates. I believe particularly that education in the humanities (philosophy, English, classics, literature, history) is the psychic glue that holds society together (even American society). I would place emphasis (as I believe it is placed) on teaching and on broad analytical exposure to the great ideas, values, and interests (issues of historic Western civilization and contemporary U.S. society).

Challenging students to consider the moral and social implications written of the subject being studied.

In my opinion the "liberal arts" strength lies in providing a broader base for developing a value system; in being taught by professors aware of the inter-relationships of the disciplines, there is a greater wholeness upon which to found lifestyles, occupations, and decisions regarding life on planet earth.

Stress high performance -- make it tough, both for the University's and the student's sake. Quality vs. Quantity.

Importance of search for personal value.

Reinstituting Forum Program in a major way -- i.e. -- maybe making one term a year a mandatory requirement. When I was a freshman and sophomore, this program was a highlight -- thinking, questioning, evaluating values -- worth the resources involved if we are to continue making liberal arts something different from a large State U factory.

Needed Remedial Programs

All of the various respondents, i.e., faculty, administrators, and trustees, were in agreement regarding the urgency of some kind of remedial programs for students. An important thread going through these comments pertained to the breadth of remedial training needed. There was consistent agreement that reading, writing, and communication skills were ofttimes lacking. However, many respondents indicated a strong belief that quantitative skills (mathematics) should be included as a part of a remedial program. The following are representative faculty comments:

Everyone seems to realize that Ohio WEsleyan's greatest need for remedial work is in English composition. I wish that we could get our students to do a great deal more reading; I realize that lifetime reading habits are the basic that is needed, but I believe a better-late-than-never effort could help. I am sure that inability to write well could be decreased if our students would start READING more heavily than they do in September of their freshman year. Maybe every course taken could require that a novel with some connection be read in addition to the assigned textbook chapters and outside reading. Perhaps a better approach would be some kind of "core" activity for all first-term freshmen, built around current best-sellers on the nonfiction list, could be launched that would encourage--if not force-- regular reading beyond course requirements.

Geographical ignorance in this generation is shocking! (This comment was not from Geology-Geography faculty.)

OWU needs more remdial work in reading ability and both oral and written expression. How can these needs be met? (1) By more rigorous standards for exemption from relevant courses. (2) By having more of relevant courses required. (3) By a concerted

campaign to have written work and oral presentation required in every course of 25 students or less supervised by Department Chairpersons in collaboration with the Dean of Academic Affairs. In all courses grading should include accuracy of reading and competence in oral and written expression and not be confined to acquisition of information as indicated on so-called objective tests. The chance to give a referral "U" for "English" is not enough.

I am not in favor of remedial work within higher education. If the student cannot do college level work, then he should be directed to the appropriate preparatory institutions -- adult academics and junior colleges, etc.

Don't provide a low target for student achievement. Requiring less than a "C" (minimum) for freshmen and sophomores makes them believe that that is all they "have" to do.
Make sure that "U's" in English are taken care of the following term.
Make sure that a "reasonable" minimum score on the SAT's is achieved by all accepted students.

Quantitative thinking -- or analytical thinking --
Perhaps a basic competency in analytical reasoning needs to be a basic part of our requirements with courses in logic (of a simplified type) made available for students who are unable to pass basic competencies in this area.

Although not as comprehensive as some faculty recommendations, trustees nevertheless expressed similar concern regarding the quality of our students and the need for remedial programs as indicated by the following comments:

Be more selective in the acceptance of students.
Provide such remedial courses as are needed at a cost to the student. Require that during the freshman year all remedial work must be completed satisfactorily.

Reading and writing are two key needs. A summer program before freshman year would be helpful. A reading list of books which should be read before entrance -- and at each level -- should be made available.

Encourage high school educators and the public to provide this where it belongs -- in the secondary school systems.
Special courses, tutoring, exams for entering students.

Copies of all narrative comments offered by respondents to the Questionnaire are available in the CAP Center. Any possible identifying information has been deleted to protect the anonymity of persons offering comments.

SUMMARY OF MAJOR FINDINGS AND ISSUES

The major focus of the Liberal Arts Questionnaire was an assessment of perceptions and the behaviors of students at a small liberal arts institution -- Ohio Wesleyan University. The data obtained from this assessment of the college environment was intended in part to provide an operational description of this particular college and to facilitate a statement of what comprises the liberal arts education offered at Ohio Wesleyan. The instrument was also administered to faculty, staff, trustees, alumni and parents to provide information relative to the perceptions of adults of various student behaviors, attitudes and values. After the initial statistical analysis of the data, a series of colloquia were held during the fall, 1977, to provide an opportunity for interested participants to discuss the salient issues that arose from the data. Independent colloquia were held for faculty and staff, students and trustees, and, in late October, 1977, a series of joint conversations was held between faculty, staff, students and trustees. The outcome of these conversations is being used by the University Planning Commission, especially as the Commission addresses a reexamination of the mission statement of the University in the setting of goals for future years.

The issues that rose to most prominence in the data analysis and the colloquia fall under three major headings:

1. Questions concerning the explicit teaching of values in liberal education,

2. Differences in personal educational philosophies among students and the perception of those differences by faculty, staff and trustees, and

3. Widespread concern about the decline in basic academic skills and a debate over the need for a return to more comprehensive "core curriculum".

Educational Philosophies

Within these major three groups of issues, several more specific topics stand out relevant to the concerns of this institution. The Questionnaire data clearly support the perception that Ohio WEsleyan has a heterogenous student body. The differences among students include significant groups with varying personal educational philosophies ranging from the largest group which values interpersonal relations and the acquisition of a well-rounded education to smaller groups which are concerned about training for a life of the mind, for social and humanitarian service and for specific careers. Faculty, interestingly, supposed that student orientation toward specific career training was more significant than it appears to be from this data. Further, the widening range of basic academic skills, clearly reported by both students and the adult respondents, is making new demands on faculty to perform a wider variety of teaching roles. Among the narrative comments solicited from faculty, one clear theme is the need for greater acceleration of "remedial" educational programs in the areas of reading, writing, general communication skills and mathematics.

Values

Faculty perceptions of the role of values education in various disciplines are sharply divided. More than half of the faculty does not believe that there is an essential values component in the teaching of their disciplines. Students tend to agree, and the colloquia showed general concurrence that there is an interest in increased values education, with greatest emphasis on the clarification of values. Underlying this concern is the belief by faculty, staff and trustees that there should be some attempt to return to a greater commitment to social and humanitarian vocation. If such changes are to take place, the demands on faculty to alter

the content and methods of their teaching will be significant.

Core Curriculum

The argument over a core curriculum and attendant competency requirements, distribution requirements, language requirements, and the like, clearly needs further airing. Although the Questionnaire data do not show a clear tendency here, narrative responses and colloquia conversations pointed to evidence that faculty, staff and trustees are considering a more explicit common educational experience for Ohio Wesleyan students. Working through the details of such a shift in the curriculum and consequent teaching assignments will be demanding.

Learning Processes

One of the most distressing outcomes of the Questionnaire was to indicate that by both student and faculty reports the mental activities involved in learning at Ohio Wesleyan tend toward more emphasis on "lower order" processes such as memorization and the direct application of ideas than to "higher order" activities such as synthesizing information and evaluating theses, concepts and beliefs. While this is not surprising data given what is known about learning generally, it does show that there is a major challenge to be met in elevating the skills and modes of learners on this campus as at others.

Faculty-Student Relationships

While the Questionnaire indicates general satisfaction with the amount and quality of interaction between students and faculty. it does not give evidence of as much interaction as has been more commonly perceived. Every-

one seems to agree that close student-faculty relationships depend on the initiation of the student in most cases. Reading between the lines, there seems to be some underlying concern that there be more such informal relationships as a natural extension of the teaching and learning process. Related to this concern is a clear impression that there needs to be improvements in the academic advising system. If there is one clear indication for the need for faculty development on the part of all respondents, it is that additional training and support for the faculty as advisor is needed. This, again, seems to be a natural extension of the teaching role broadly conceived.

Residence Hall Environment

The data, especially from student respondents, points to the source of important differences and conflicts between students in the residence hall setting as stemming from differences in values and expectations. The need for careful attention to a number of issues is apparent including, for example, criteria for roommate assignments for new students, dormitory management principles, and the feasibility of assessing the needs, values, expectations, and personality styles of new students prior to their entry into the residential environment of the University.

Student Characteristics

Some of the data from the Questionnaire indicates that Ohio Wesleyan is attracting significant numbers of students with differing values and expectations regarding the liberal arts education. It is suggested that this may be responsible for much of the frustration and unhappiness that is ofttimes evident and perhaps the cause for much of the annual student attrition. It would seem important to evaluate precisely how Ohio

Wesleyan is presented to potential students and if we are looking for the appropriate coherence between the values and expectations of students and those of this institution. Furthermore, this suggests a need to consider again the kinds of data upon which the acceptance decision is based, i.e., an absolute cut-off point for academic credentials (SAT scores, etc.) below which admission is not granted and a greater emphasis upon the less tangible but value-related characteristics of the applicant. Success with this latter recommendation could reduce some of the pressures on Student Life personnel for managing difficult behaviors in the residence hall setting.

FINAL COMMENTS

The significant findings of this study -- ranging from educational philosophies and learning processes to student characteristics -- all focus on the place of values in the educative process, on the essence of the liberal arts experience.

There are vital decisions facing Ohio Wesleyan -- and higher education in general -- as a function of shifting patterns of college enrollment, economic trends, and population projections. If this institution is to continue as a viable liberal arts college, it is imperative that we know and then articulate what we are about. We need to be able to answer a number of questions with an extraordinary degree of depth and understanding.

What is indeed our purpose?

What is distinctive about Ohio Wesleyan?

What impact do we have on our students?

How do we measure this impact, i.e., know that we achieve our purpose?

Several studies have a contribution to make on questions raised by the Questionnaire data. Astin (1977) concludes from his longetudinal studies of college students that the student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other variable.

Heath (1968, 1977) in his intensive study of a small liberal arts college noted the significance of teachers when they know both their students and each other well and when they shared an "intercommunion" about basic values. This intercommunion about basic values helped form a wider philosophy with which the faculty's educational efforts were made meaningful and recip[illegible]cally supportive and which served as an integrative model to their students. Wittich (1977) indicates the importance of attracting students whose attitudes are similar to those of the faculty and which are consistent with the traditions of the particular college. Our concern for the future of Ohio Wesleyan University in terms of the kinds of students we enroll and the impact of this liberal arts college on those students needs to focus on precisely this knowledge. Finally, Heath notes that a sense of community and a coherence between the values of the college and the way the values are implemented facilitated the maturation process, that is, the enduring changes measured in their students.

If the objective of this institution is to create a more powerful liberal arts environment the Heath research concludes that these goals and strategies are fundamental:

1. A recommitment to the goal of facilitating the maturity of our students,

2. The necessity of making explicit the values of this institution,

3. Providing a model which stresses values and skills, and

4. Recreating a more powerful social community to facilitate growth.

Given the issues raised by the data from the Liberal Arts Questionnaire, it would seem appropriate to evaluate Ohio Wesleyan's current status and objectives for the future within the context of the above principles articulated in the Heath study.

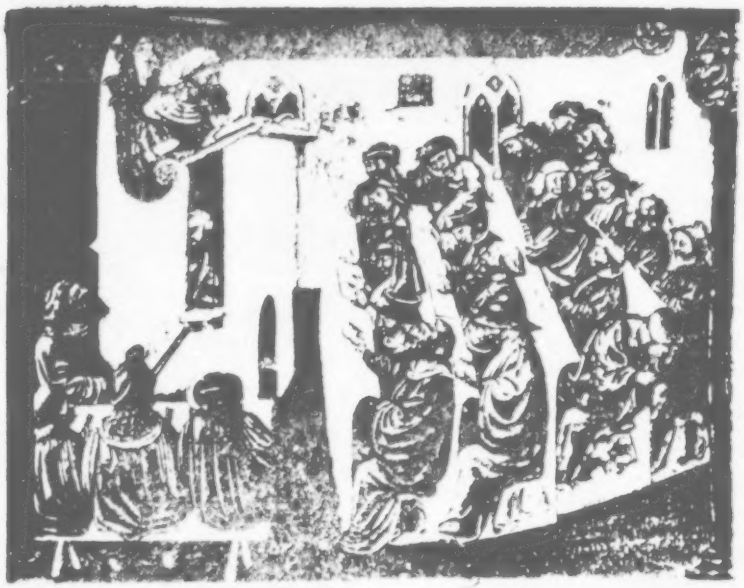
REFERENCES

Astin, Alexander W. Four Critical Years. San Francisco: Jossey-Bass, 1977.

Heath, Douglas H. Growing Up In College. San Francisco: Jossey-Bass, 1968.

Heath, Douglas H. Prescription for collegiate survival: return to liberally educate today's youth. Liberal Education. 1977, May.

Wittich, John J. College environment and student behavior. The College Board Review. 1977. 105, 2-5.



Teaching and Learning NOTES

Ohio Wesleyan University

February 2, 1976

1

COLLEAGUE INTERVIEW PROJECT LAUNCHED AT OHIO WESLEYAN

During December and early January faculty members at Ohio Wesleyan began to be interviewed concerning views of their profession, liberal education, teaching and learning, the local evaluation and reward system and the future of the University. This expe imental project is part of two efforts: the Task Force on Liberal .ducation, appointed by President Wenzlau, wants information about faculty definitions of liberal education and attitudes toward OWU's academic program; and the steering committee for National Project III, which is supported by the Fund for the Improvement of Post-secondary Education (FIPSE) for the purpose of "elevating the importance of teaching," wants to know how faculty members perceive the evaluation and reward structures.

The research design is quite simple: a faculty member, armed with a list of questions about professional preparation, values, educational philosophy, teaching style, student behavior, university governance and the future of higher education, is asked to interview two colleagues. The interviews, lasting from one to three hours each, are intended to invite colleagues to raise questions, share particular insights and describe their approaches to teaching the liberal arts at Ohio Wesleyan in the mid-seventies. The interviewing colleague summarizes each completed interview in one or two pages, asks the professor who was interviewed to read and revise the summary, and turns in the negotiated result.

The first aspect of the project will be completed when all faculty members who are willing have been interviewed. A content analysis will then be prepared to explore both the aggregate and particular views collected from the summaries. Besides providing information for the FIPSE project and the Task Force on Liberal Education, this report could also become the basis for some general faculty discussion.

This particular procedure of colleague interviews was suggested by Malcolm Parlett, a consultant for the OWU FIPSE project and a member of the Group for Research and Innovation in Higher Education of the Nuffield Foundation, London. While at the University of Edinburgh, Parlett helped to design an education evaluation approach called "illuminative research." He is currently gaining recognition in both the United States and Britain for his inventive applications of this design. He has spent several years at MIT, has been associated with the Danforth Workshops on the Liberal Arts and recently completed a study entitled "The Wellesley Milieu." Parlett is also the chief external reviewer for the GLCA Faculty Development Program.

On a wide variety of campuses in the last several years, similar interview projects have been carried out by many people, including Nevitt Sanford, Mervin Freedman and their associates at the Wright Institute, Berkeley. Freedman's latest findings about faculty perceptions of professional roles are described in the forthcoming book, Academic Culture and Faculty Development (Jossey-Bass, 1976). Two other interview projects can be noted within GLCA. At Wabash College, history professor Jim Barnes is interviewing all of his colleagues as part of his GLCA Teaching Fellowship. At Earlham College, Gerry Bakker, a chemistry professor recently appointed consultant in teaching for that campus, has initiated an interview project as part of Earlham's FIPSE program.

A unique advantage of the OWU "colleague interview" process is that it invites faculty members to engage one another in extensive conversation about professional concerns which they seldom have an opportunity to discuss in a personal, yet reflective and objective manner. While some institutions use external interviewers to gain information pertaining to faculty members' professional attitudes, developing the project locally can help to assure an agenda that fits the institution. But the strongest benefit noted by those who have participated to date is that this process encourages sharing views between people whose usual conversation rarely touches matters so close to the heart of our profession and that it demands clarification of thought about these matters, while encouraging collegiality.

The first several interviews have been conducted by Steve Scholl. Those who have been interviewed so far are Phil Burnside, Paul Dahlquist, Norm Gharrity, Mildred Newcomb and Phil Tuchinsky. These faculty members will begin contacting colleagues this week to arrange additional interviews. It is hoped that most faculty members will have an opportunity to participate by the early part of spring term.

FACULTY INTERVIEWS, OHIO WESLEYAN UNIVERSITY, WINTER TERM, 1976

Instructions for conducting interviews

The interviewer should read the following two paragraphs to the interviewee before beginning the interview.

> These interviews of Ohio Wesleyan faculty by Ohio Wesleyan faculty are being conducted as part of two projects. We are participating in a national project to "elevate the importance of teaching" through a grant from the Fund for the Improvement of Postsecondary Education. The interviews are a first step in research into how we, as faculty members, perceive our profession, the institution, our educational goals as individuals and as a scholarly community, and the evaluation and reward system at Ohio Wesleyan. At the same time a task force has been created by President Wenzlau at the request of Committee I to consider "the promise of liberal education" at Ohio Wesleyan today. Your candid, full responses to questions in this interview are considered the best source of information on faculty perceptions of these issues.
>
> At the conclusion of this interview, I will prepare a one-page summary of your views. After sharing the summary with you and making any changes you suggest, I will turn in the summary to the Instructional Development Office. At the completion of the interviews, a content analysis will be made of all the summaries, with the assistance of an external researcher, to formulate an interim report for both the FIPSE project and the local task force. This report will be shared with all faculty, while the anonymity of each of us will be preserved. After you have reviewed the summary of your interview, you are requested to interview two of your colleagues (anyone you choose if they have not yet participated) and proceed in a similar manner.

In taking notes on the interview, please begin by asking for the following demographic information: interviewee's name, rank, age, department, tenure status, educational history and work experience (including years of teaching at OWU and elsewhere). Then proceed to discuss the following issues. It is not necessary to ask questions in the order that they are presented here, but merely to see that the following items are raised during the interview (from one to three hours). Try to pursue those positions and insights that seem to be unique or especially informative, rather than lingering on what you consider to be redundant or common positions. The intent is to develop a response unique to the interviewee and to the local situation.

INTERVIEW QUESTIONS:

How do you define your profession (what would you indicate on forms, for instance?)
Is this definition of your profession common among your colleagues at OWU or elsewhere?
Were you adequately trained for your profession?

What are the major value questions today?
Do you teach to these issues in any explicit way? Should others? How?
Have you read anything recently on the relationship of your discipline to liberal education, to values, to career preparation or to the processes of teaching and learning? What items would you commend to others?

What distinguishes teaching the liberal arts from other forms of education?
How would you articulate the "mission" of Ohio Wesleyan today?
Does Ohio Wesleyan prepare students for gainful employment? Should it? How?
Is there something unique about Ohio Wesleyan, compared to other liberal arts colleges you know?
How would you describe Ohio Wesleyan to a prospective faculty member? to a prospective student?
What do you most want your students to learn? How do you accomplish this goal?
Is your teaching aimed at preparing students for a career? How or how not?
Has your teaching changed over the years? How? Why?
Have students changed over the years? How? Why?

Is teaching adequately evaluated and rewarded at OWU? Are there any changes you would suggest?
What do you like best about working at Ohio Wesleyan?
What do you like least about working at Ohio Wesleyan?
What do you like least about teaching?
What vision (hopes, dreams, plans) do you have for the future of higher education?
If you had a chance to implement some of those changes at Ohio Wesleyan, what would you do with:

- --the curriculum?
- --your courses?
- --your department or others?
- --the academic structure?
- --teaching styles?
- --the student body?
- --the faculty?
- --other issues?

Who is the most successful professor you have known? Why?
If you were not a professor, what would you want to do?
Are there any issues we have not covered that you would like to raise?

FIPSE PROJECT:
Summary of Interview with Phil Tuchinsky, 12-8-75
By S. Scholl

Phil Tuchinsky, a thirty year old untenured assistant professor in mathematics, sees himself primarily as a teacher. Even before graduate school (Ph.D. at NYU, 1971), he began to look toward using his skills to share his mathematical insights with others. He strongly believes that only a small number of the most gifted mathematicians should dedicate their lives to purely theoretical research. The rest should find ways to contribute to society more directly. Teaching is Phil's major means of contributing.

Although Phil went to Queens College, and had no particular goal of teaching in a liberal arts college, his experiences for one year at Kalamazoo and four years at OWU have attracted him to liberal education. Here he finds rewarding human contacts with colleagues and students. He would want to teach only where relationships were similar and where he could teach some challenging advanced students. He finds that many of his colleagues are similarly dedicated to warm relationships and the promotion of personal growth in their students. Some, unfortunately, are what he calls "traditional academics", preoccupied with research and happier when human contacts are limited.

Phil feels that Ohio Wesleyan supports teaching: He does not "publish or perish" here. The means of formal evaluation of teaching could be improved. And, perhaps, almost inhuman demands are sometimes placed on faculty for time and "quality." There is room for improvement: The student advising system is weak, classroom techniques could be enhanced, weaker students deserve more systematic attention and all faculty should try to make OWU students feel "at home". Phil thinks the students are working harder these days. He believes that math gets an above-average crop of students, who have clearer professional goals than most.

Sometimes Phil thinks more would be accomplished at Ohio Wesleyan, especially toward making it a warmer, more human place, if people found ways to work around the elder faculty members that he feels are largely in control. However, he personally feels highly valued and rewarded -- through merit pay increments, words and acts of approval from his department and the administration, and rewards such as the GLCA Teaching Fellowship. As a young faculty member he thinks he may be unusually outspoken and interested in identifying as a colleague to students. But he has never had any signs except that he should so continue -- a surprising thing, he feels, in higher education generally, but typical at OWU except in some specific departments. The ongoing, informal conversations and programs such as the CAFETERIA system of student evaluation are positive signs that his kind of teaching is permissible and important to others.

Phil dislikes three-course loads (one term each year), and the appalling insensitivities displayed by some colleagues in committee work. He likes being allowed to teach courses of his own design (he looks forward to a new course in which he will teach linear algebra through complex, real-world applications of mathematical analysis) and he enjoys the feeling

of confidence he is getting as he works on his fellowship project, writing papers on applied mathematics. These are "useful" tasks, in his eyes. His innovations in teaching are based on such introduction of newly structured content, and he feels he is successful when students say that they find his assignments worth doing (which they almost always do). He similarly takes pride in accomplishment when students respond to review and help sessions.

Phil fondly remembers a high school teacher ("I wish I could copy that man!") who could enthrall a class with sight gags and puns, while teaching "immense amounts of mathematics." When he began teaching Phil was often disappointed that his classes did not always go so well. Recently he discovered from conversations with old schoolmates that his mentor was probably only getting through to the better students. Phil, himself, has become more tolerant of student differences and a variety of responses, although at the best times he has had some "rich relationships" with a few students.

Were he not teaching, Phil would still seek a <u>calling</u>, in which he was of service to others. He finds fulfillment in teaching now, though he noted after the interview that there have been times that he was not so sanguine about the profession, OWU or his own successes as he is at present.

SCS/lhe

COLLEAGUE INTERVIEW: Mildred Newcomb, January 22, 1976, by S. Scholl
Ohio Wesleyan University

Mildred Newcomb is a tenured professor of English who has worked at OWU since 1944. After graduating from high school in the depression with preparation for both a commercial career and college, she worked for five years in a chain store. Then, through a contact with a former teacher, she gained financial assistance to begin at Ohio Wesleyan, graduating in 1941. After earning a Master's in English at Indiana University, she pursued her interest in personnel work, beginning as a dorm resident at Ohio Wesleyan and moving up to associate dean of women through 14 years. After a full-time year as acting dean, she took a year's leave to begin doctoral studies. Mildred had become disillusioned with personnel work -- especially as an academic discipline -- and had taught freshman English all those years.

The change in career was gradual. She took ten years to complete the doctorate, moving into full-time teaching. Taking the generals created a two-year crisis, but she finally faced up to her own anxiety about failing and then "breezed through them." She loved the writing of a dissertation, and relished the joys of contemplative scholarship.

Mildred had learned early that there were things one could learn about the methods of teaching, and that she had to adjust her style to changing student needs. But recently she has noticed that she is becoming bifurcated: her interests in the philosophical, formal and historical dimensions of literature are apparently more and more removed from the level of average students. Students today are more impatient than they were, they are unwilling to contemplate and withdraw for reflection. Mildred is optimistic: she hopes that "all the attention on the student academic wasteland will result in their coming to us better prepared." But that will take another 12 or 13 years, starting in kindergarten. Mildred is, therefore, glad that she will retire soon. She is 61 now, and is appalled at how much "pulling" (to quote one good student last year) it takes to share one's insights.

The purpose of a liberal arts college is to create value systems, higher ethical principles, and world citizens, Mildred maintains. Ohio Wesleyan has done this, producing impressive graduates. Even the average alumnus testifies to some success. Such goals are achieved primarily through the force of character in faculty and maintenance of true community on campus. The first step in successful teaching in this environment is showing that one cares -- making the student feel that he matters and that he can come to appreciate what the teacher feels is important. But everything Mildred reads today shows that faculty are bewildered and frustrated in attempts to continue this tradition. In the English Department Long-Range Planning Committee, for instance, she says that she has "seen (and experienced) frustration of the staff as it tries to accommodate the need to captivate students with its own sense of pride and integrity." Increasingly she feels less challenged to be the best teacher she can be. To avoid cynicism, and yet serve the average student today, Mildred believes that she must be satisfied to divorce her own intellectual life, for the most part, from the elementary teaching task at hand.

What changes would she make at Ohio Wesleyan? She would like to shrug off the necessity to train students for gainful employment, but that would be foolish. The traditional elitism of the liberal arts was appealing, and the basic goals of Ohio Wesleyan are "perfectly

satisfactory." Her own career was based on doing what seemed important at the time -- work, security, usually took care of itself, even in the depression. But we do need to regain a real sense of community. Student personnel work needs to integrate the total student, to harmonize personal and academic interests. We must fight both the increasing specialization and departmentalizing of the University while also avoiding centralization. Though disciplines must stand apart to maintain their special gifts, interdisciplinary projects are enlightening -- especially as they reveal the profound insights of each discipline dealing with shared problems. The aim of a liberal arts education, "should ultimately be synthesis rather than fragmentation of knowledge."

As chair of the faculty Personnel Committee, Mildred believes that our system of evaluating faculty is strong because it is not monolithic. Many of the sources of evaluation may be erroneous or inexact, but the sifting of so much information by one's peers produces grains of valuable information. For instance, the current effort to add more items to the peer-rating system will be an improvement. The committee, however, is still wrestling with how to use and weigh student judgements. The fact that the weighting procedure in total is sophisticated, including a subjective weighing of the evaluators, is another strength. "It is the worst possible system," she says, "until you consider the alternatives."

Mildred also noted that the Personnel Committee measures the pace of change faculty undergo, though she sees no real way to measure ultimate impact of our teaching. In this connection, she does believe that most faculty see a relationship between how they perform and how the University rewards them -- especially in reference to the merit pay system. The system does motivate some people, she says. One change she has personally considered is shifting the size of merit pay awards so that those in the lower ranks receive larger merits. She notes, however, that this possibilty "suggests <u>immediate</u> motivation for younger faculty; the system we have provides motivation for older faculty not to coast. Whom do you want to motivate most?" As for the teaching award program, she is skeptical of its merits. In the early years there was no question that supreme teachers were recognized; now there is a need to find <u>someone</u> each year.

Mildred enjoys talking about herself as a professor of English and as a member of the Ohio Wesleyan community. Much she does not like -- she feels her talents could be better used if students were more ambitious, if they were more willing to pursue insight than ease. But she is not gloomy about the current state of affairs. There are simply no panaceas: attention to the needs of the institution, and to students, may eventually bring the kind of community she remembers, at least partly, as a former student here. Of course, she does not think that "the ideal community I envision was ever totally realized in some Golden Age of the past! I always recall Goldie McCue's adage: 'The good old days are no more, and what's more they never were.'" Nonetheless, she adds, "the sense of <u>loss</u> is real."

SCS/gth

The following article led the September issue of FOCUS, for Ohio Wesleyan alumni, parents and friends.

FOCUS NUMBER THIRTY-SEVEN, SEPTEMBER, 1977

The Importance of Teaching

"Since its inception, Ohio Wesleyan has been committed to the proposition that the most effective learning takes place where there are great teachers on the faculty."

This statement, made at the academic convocation opening Ohio Wesleyan's 1976-77 academic year, clearly illustrates the university's continuing preoccupation with excellence in teaching.

This concern for teaching was highlighted further at the convocation by the recognition of those faculty members most recently selected for teaching awards. Recognized also were outstanding students.

The convocation also made note of endowed chairs — some of wnich date to the middle of the last century — which recognize teacher-scholars. Ohio Wesleyan in 1975 created two new University Chairs which are not restricted to a designated academic department but may be awarded to a distinguished professor from any discipline. (Dr. Harry Bahrick, psychology, is the first holder of the Helen Whitelaw Jackson University Professorship; Dr. Lauren Wilson, chemistry, is the first holder of the Ella Fulton Dunham University Professorship.)

Further, the university has announced plans for a new endowed chair, as soon as funds are raised, honoring the name of Dr. Benjamin T. Spencer, professor emeritus, considered one of Ohio Wesleyan's most distinguished teachers of the modern generation.

In addition, the university each year honors its two outstanding teachers with special awards — the Bishop Herbert Welch Meritorious Teaching Award, and the Sherwood Dodge Shankland Award for the Encouragement of Teachers. These awards were established in 1962 and 1963, respectively. Interestingly, of the 29 faculty members who have received these two awards, 24 are still active at Ohio Wesleyan.

What is perhaps new is a burgeoning program of "institutional support" aimed at developing good teaching. This multifaceted program, while highly exciting, does not tell the whole story, according to Dr. Stephen Scholl, dean of educational services. "Obviously, the aggregate of the effort of all the faculty working on the constant improvement of their courses and their own skills is the weightier process," Dr. Scholl points out. "The institutional programs are in the public view but they are actually the little bit extra that helps. Teaching has always been good here. It continues to improve because of this aggregate effort."

Nevertheless, Ohio Wesleyan is unique and is becoming relatively well known nationally for the extent of its institutional attention to the improvement of teaching.

Examples:

- Ohio Wesleyan's personnel reward structure is explicit in placing the emphasis on teaching, providing that 60% of a faculty member's rating be based on teaching performance.

195

198

The Importance of Teaching

continued from page 1

- For many years, a faculty Teaching and Learning Committee has centered its efforts on improving teaching methods and the learning environment. This is the only faculty committee with its own budget, through which it makes incentive grants to faculty.
- A new "Teaching and Learning Center" was established in January in University Hall. The Center houses a library and provides facilities related to the evaluation and improvement of teaching.
- For many years, Ohio Wesleyan has used student ratings to enable faculty members to diagnose their own strengths and weaknesses. Two years ago, the Purdue CAFETERIA rating system was introduced as a diagnostic and developmental tool.

Ohio Wesleyan's efforts to improve the quality of teaching has been a continuing one and an expanding one. It received new impetus with a succession of grants from external sources.

Mellon Grant Launches Program

In 1972, Ohio Wesleyan received a grant of $250,000 from the Andrew W. Mellon Foundation, New York City, the largest foundation grant in the university's history. The Mellon grant supported many faculty in the humanities and social sciences in projects to enhance teaching and pursue research during summers and leaves. It financed programs to develop interdisciplinary courses and departmental efforts to expand teaching resources. And, for four years, it provided funds to the Teaching and Learning Committee, challenging it to find ways to encourage excellence in teaching.

Also in 1972 a $50,000 grant from the McGregor Foundation, provided OWU with resources for improvements in audio-visual instructional services. The funds provided for not only expansion in equipment and facilities but for training of T & L Committee members, and for faculty workshops.

Next was the creation of the post of Director of Instructional Development and the appointment of Dr. Scholl, a history professor, to that post on a part-time basis. In effect, the university was saying that there was need for an individual who had time assigned explicitly to carrying on the activities that the Teaching and Learning Committee was fostering.

In 1974, a grant of more than $400,000 was awarded by the Lilly Endowment to the Great Lakes Colleges Association (GLCA) for a three-year program of faculty development. The program provided for appointment of GLCA Teaching Fellows and a range of projects, with the single goal of searching for more effective methods of teaching and learning.

GLCA Program Centered Here

The GLCA program has been centered at Ohio Wesleyan and Dr. Scholl served as executive director. OWU has had seven Teaching Fellows: Dr. Paul Dahlquist, sociology/anthropology, Dr. Norman Gharrity, economics, Dr. William Louthan, politics and government; Dr. Bernard Murchland, philosophy; Dr. Janet Ragatz, history and coordinator of cross-cultural education; Mrs. Catherine Schlichting, reference librarian, and Dr. Philip Tuchinsky, mathematics.

Each GLCA Fellow developed his or her own project — such endeavors as cataloging and making available to faculty lists of library materials on teaching and learning, development of special seminars, or working with special teaching techniques. They attended month-long summer workshops for professional development as teachers. In addition, the Fellows helped to arrange short workshops on campus centering around such themes as testing and grading, learning theory, use of video-taping to improve teaching, and instructional media in the sciences. GLCA also sponsors a series of weekend workshops open to any faculty member from a GLCA school. Wesleyan faculty attended conferences on student/faculty relations, urban studies, women's studies, teaching writing, and teaching modern languages.

"The GLCA program has been enormously helpful to us in providing a context in which we can exchange ideas with other colleges like our own," Dr. Schcn points out.

The FIPSE Project

Another major boost to Ohio Wesleyan's program came in 1975 with a $30,500 federal grant from the Fund for the Improvement of Postsecondary Education (FIPSE). Ohio Wesleyan was one of 11 schools in the nation to receive funding for this HEW project, which is aimed at "Elevating the Importance of Teaching." Dr. Scholl, director for the FIPSE project, noted that selection for the grant means, "Ohio Wesleyan has been singled out as an institution with a teaching improvement program worthy of national attention."

Assisting Dr. Scholl in the FIPSE project as associate director is Dr. Paul Dahlquist, sociology/anthropology faculty member and current chairman of the Teaching and Learning Committee. Dr. Dahlquist cites four main prongs to the FIPSE project — diagnosis of existing instruction as a foundation for strategies to improve instruction; a study of Ohio Wesleyan's current personnel process; creation of the Teaching and Learning Center, and a process of faculty interviews to determine how good teaching is rewarded at Ohio Wesleyan. (The FIPSE project and related subjects are discussed in a related story in this issue.)

With all of the institutional programs, Dr. Scholl stresses that the key to excellent teaching comes from the individual teachers. "Faculty members take responsibility for maintaining currency in their disciplines and quality in their teaching. As an institution, we insist on this. The disciplinary guilds all focus on keeping members current in their subject matter." Dr. Scholl added, though, that professional organizations are increasingly devoting attention to teaching techniques as well as to new insights in the discipline.

"The faculty themselves take great pride in their teaching effectiveness," he added. Traditionally, college teachers are not trained as teachers; they base their teaching on "modelling behavior that we have observed in people that we have had as teachers." This process can be enhanced by a conscious effort to improve teaching.

"As we continue to maintain that pride in our profession as teaching scholars, we are also learning to treat our teaching more experimentally, and to focus on ways to improve the practice of teaching," Dr. Scholl asserted. "As an institution, we are discovering that great teachers are sometimes born, but most of us grow in effectiveness and need continual support, encouragement and reward for creating better contexts for learning."

A Many-Pronged Approach

Dr. Dahlquist

When an institution makes a commitment to the continuing improvement of teaching, it is clear that no single-track approach is sufficient; the complexity of the task requires that a variety of approaches be employed.

Ohio Wesleyan has been fortunate in having several sources of outside support to augment OWU-funded efforts. Among the most recent of these is the federal grant from the Fund for the Improvement of Postsecondary Education (FIPSE) of the Department of Health, Education and Welfare. Ohio Wesleyan was one of 11 schools in the nation to receive this grant; it is appropriately titled "Elevating the Importance of Teaching."

Dr. Paul Dahlquist, who is associate director of the FIPSE project, as well as teaching in the Sociology/Anthropology Department and chairing the Teaching and Learning Committee, outlined for *Focus* how the FIPSE grant has been applied.

At the national level, the project has emphasized comparing teaching evaluation, support and recognition programs at the 11 institutions. The results of this study are published in a series of eight brief monographs entitled *CRITERIA*, available free of charge from the Center for Research on Learning and Teaching, University of Michigan. Wesleyan's participant in this phase of the project is Dr. Stephen Scholl, Dean of Educational Services.

On campus the project has four major prongs, Dr. Dahlquist explains — diagnosis of teaching as a basis for developing strategies to improve instruction; a study of current personnel procedures; creation of a Teaching and Learning Center, and faculty interviews to determine how teachers view their profession.

The basis of the diagnosis is the Purdue CAFETERIA rating system, introduced on OWU's campus two years ago. A highly flexible system, CAFETERIA permits an instructor to choose from approximately 200 rating items adapting the questionnaire to his or her own course, Dr. Dahlquist explains. (The course appraisal system is used solely in the teaching development program and is not a factor in personnel decisions; thus, teachers are encouraged to emphasize areas that may need improvement.)

Videotaping equipment and "micro-teaching" are both used in the diagnosis phase. Dr. Dahlquist explains that instructors may request videotaping of a class; faculty then use that tape as they wish in diagnosing and improving teaching.

"Micro-teaching" permits a teacher to teach a 5-10 minute segment of his class before a small group of his colleagues, with videotaping. The instructor and the group then view the tape and the instructor receives immediate feedback. In some cases, the instructor may then repeat the teaching segment, re-taping it for comparison with the initial presentation.

"Ideally, we start with a pretesting tool such as CAFETERIA; we help the instructor determine what needs work; we devise strategies to work on these things; we experiment, using different techniques, and finally, we use post-testing to determine if significant improvement has occurred," Dr. Dahlquist summarized. Dr. Dahlquist has been specifically trained in this systematic diagnosis process by personnel of the University of Rhode Island Teaching and Learning Center; others on campus will be trained in the process through the T & L Committee.

A second prong of the FIPSE program is to "take a good look at the judgmental process by which we evaluate teaching on this campus for personnel purposes," Dr. Dahlquist points out. By comparing evaluation systems at other colleges in the FIPSE project, the Faculty Personnel Committee may be able to propose more effective means of documenting how well Wesleyan faculty are doing in their teaching.

A third prong of FIPSE led to establishment of the Teaching and Learning Center on the ground floor of University Hall. Opened in January, the Center houses a library on various aspects of faculty development, a meeting room for committee meetings, a "home base" for administration of the course evaluation system, and a center for the Women's Study Committee — a committee that grew from the GLCA faculty development program. The Center is also expected to provide opportunities for informal meetings of faculty and students.

A final aspect of the FIPSE project is "an attempt to get at how faculty — and students — feel teaching is rewarded at Ohio Wesleyan," according to Dr. Dahlquist. Both faculty and students have been interviewed; in addition, a questionnaire devised by OWU's Liberal Arts Task Force was answered by students, faculty, administrators, trustees, and selected alumni and parents.

"We wished to explore the complex array of rewards available to OWU faculty, rewards ranging from intrinsic satisfactions to the more tangible ones of pay, promotion and the like," Dr. Dahlquist explains.

Although the study is not yet complete, it appears that many faculty value the intrinsic rewards of the profession. Thus, for many excellent teachers, "their rewards can include the resources to carry on good teaching and learning — audiovisual facilities, time to work on pedagogical concerns and instructional improvement, in addition to the high satisfaction of seeing students learn more effectively," Dr. Dahlquist points out.

In this respect, then, Ohio Wesleyan's continuing emphasis on improvement of teaching, and the institutional support to bring it about, will benefit both students and teachers.